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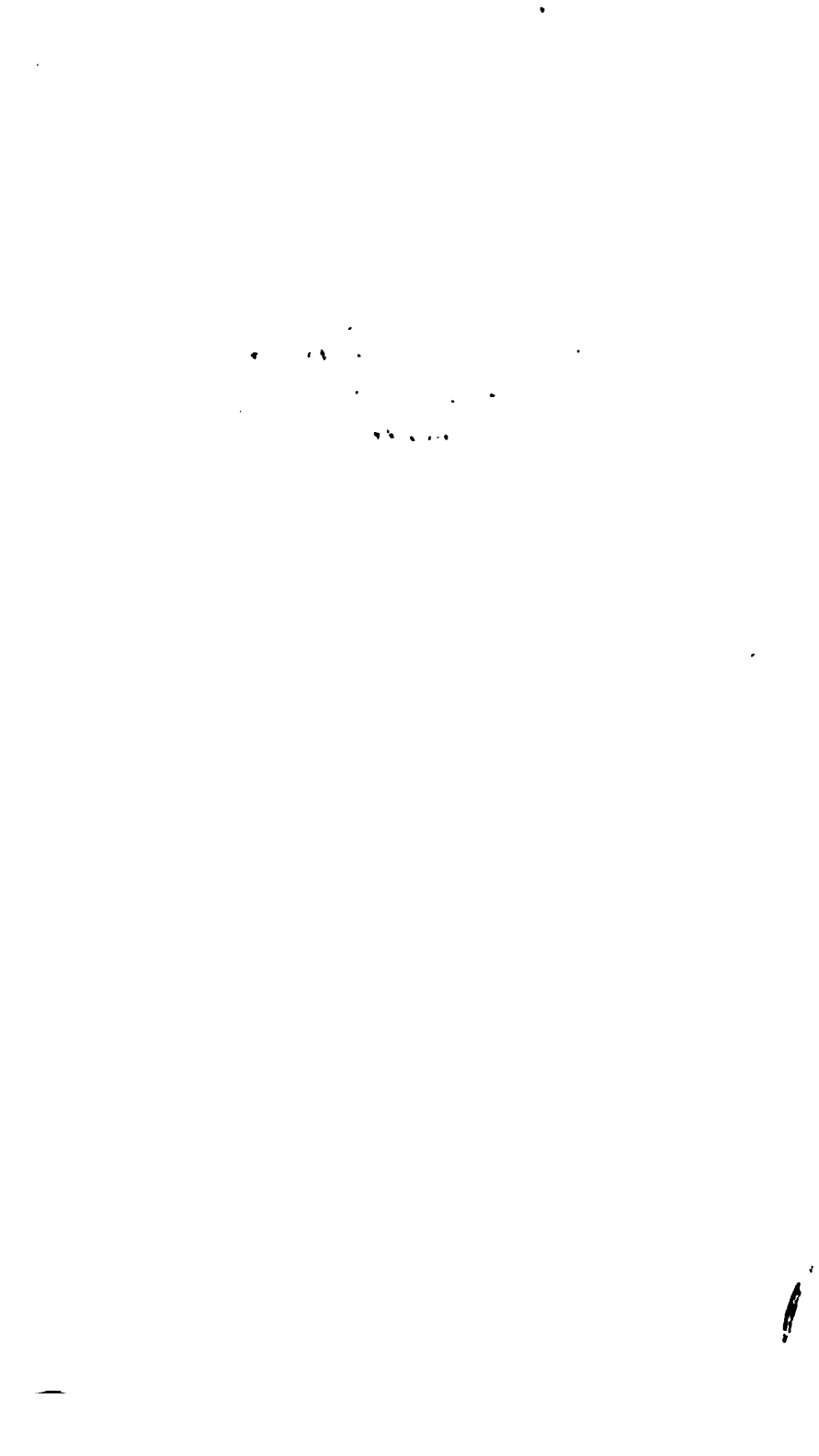


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INDIANA ✓ SCHOOL JOURNAL,

ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

AND CONTAINS DECISIONS OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION,

7327

EDITOR AND PROPRIETOR:

WILLIAM A. BELL.

ASSOCIATE EDITOR:

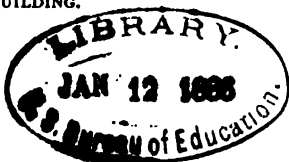
GEO. P. BROWN.

VOLUME XXIX.

INDIANAPOLIS:

No. 12 JOURNAL BUILDING.

1884.



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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

JANUARY, 1884.

No. 1.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

✓ BY HUBERT M. SKINNER.

I.

WILLIAM CLARK LARRABEE, LL. D.

MANY years ago, in the old town of Greencastle, there was a marvel of landscape gardening which to the literary world of America has become historical as Rosabower. Probably in this day it would seem crude, compared with the public parks of our cities or with the embellished residence grounds of many wealthy citizens of Indiana; and it doubtless owed much of its celebrity to its associations and to the memories which began to cluster around it. But to the people of two-score years ago it was beyond criticism as a paragon of beauty and taste. To spend a day at Rosabower was to enter a new atmosphere, which was inconceivably different from that of the prosaic, work-day life of most Indiana homes. Here one might frequently meet with authors, educators, ministers and statesmen, with whom the place was a favorite resort. Here, in a scene of unrivaled beauty, one might enjoy the breath of flowers, the song of birds, the hum of bees, the purl of the stream, the shade and the whispers of the trees.

In a natural grove of maples stood a large spreading beech tree, beneath which were written many of those charming essays and biographies for which the author of Rosabower was famed.

Where nature had left an opening in the trees there was a cultivated growth of pine, cedar, spruce, fir and tamarac shrubs, brought from the shores of the Androscoggin. These were ranged in rough concentric circles and were designed to represent a pine forest of Maine.

A copious spring gushed from the roots of a large elm tree and formed a stream of clear water which wound about the grounds. Below, where a steep bank faced a low, broad expanse, a little dam had caused the formation of a miniature lake, on which floated a *bateau*, or hunting canoe, brought from that almost unknown river, the Kankakee.

There were beds of rare flowers, there were winding walks, there were trees of delicious fruits in and around Rosabower. In later days a tall mansion, designed by Tinsley, with hints of Colonial architecture, replaced the old-time cottage.

As the years rolled on, one by one were missed the familiar faces of Rosabower. The grave of a daughter was made beneath the old beech tree; then the mother was laid by her side; and at last the father sank to rest, and the soul of Rosabower had departed.

The old beech tree and the three graves have disappeared. The Maine shrubs have long outgrown their beauty. The orchard has vanished before the march of the encroaching city. Little now remains of Rosabower but its memories; yet its influence on the mind and heart will long endure.

WILLIAM CLARK LARRABEE was born at Cape Elizabeth, in the District of Maine, December 23, 1802. His parents were poor, uneducated and irreligious. Until the age of seventeen he worked upon a farm, with little opportunity for self-improvement; yet he availed himself of every means of advancement within his reach. He went to school a few months. He read all the books of his neighborhood. He united with the Methodist church at the age of fourteen, and was regular in his observance of Christian duties.

At seventeen he left the farm and started out into the world with less than a dollar in his pocket. Making his way to Strong,

seventy miles distant, he found employment at the home of Dr. Blake. At Strong he found kind friends, who aided him to pursue his studies and afterward secured him a position as teacher of a small school. Here he found his mission. Teachers are born, not made; and Larrabee possessed the teacher's gift. He was licensed to preach, and delivered his first sermon at the age of nineteen. He was now advised by his friends to seek a liberal education, and his thoughts turned to Brunswick, the village to which as a farmer boy he had often gone to mill, and in which he had grown familiar with the exterior of Bowdoin College. Dr. Larrabee used to say that he would as likely have thought of ascending the throne of Great Britain as of entering college, at that time. Now, encouraged by small successes, he was emboldened to make the effort.

He prepared himself for admission to the sophomore class, and entered Bowdoin early in 1825—the year in which Longfellow and Hawthorne and Abbott were graduated. He taught during vacations and also during a portion of his junior and senior years. He achieved second honors in a class of twenty, and was graduated in '28. Then for two years he was principal of an academy at Alfred, which position he resigned to become a tutor in the new Wesleyan University at Middletown.

His first brilliant success, which won for him a place among the leading educators of the country, was achieved at Cazenovia, N. Y. He entered upon his duties as principal of the Oneida Conference Seminary at this place in '29. Here he proved himself an organizer. He revised and extended the course of study, classified the students, perfected the discipline, and built up the patronage and the reputation of the institution. Dr. Bannister, of the Garrett Biblical Institute, once stated that he had never known another who had so much power over students in the way of reproducing himself among them, of stimulating the dissipated, and of drawing all to him, as Mr. Larrabee.

Among his students were Bishop Bowman and Dr. Wilber, and scores of others who have since attained to eminence in various professions.

In '35 Mr. Larrabee returned to Maine to take charge of the

Wesleyan Seminary, the leading institution of his denomination in the State. Here again he showed his great organizing power. In addition to his other labors he served as Assistant State Geologist and as a trustee of the Asylum for the Insane.

In '40 he went to Baltimore as a delegate to the General Conference. Here he was persuaded by Bishop Simpson, then president of Asbury University, and also a delegate, to remove to Indiana and accept a chair in the new institution at Greencastle. He came to this State in '41, and assumed the duties of Professor of Mathematics and Natural Science at Asbury. In the following year the professorship of Natural Science was created, and for ten years thereafter he occupied the chair of Mathematics. It devolved chiefly upon him to classify the students, to reconstruct the course of study, and in various ways to exercise skill in organization, although he occupied a second position in the faculty.

It was here and during the time of his connection with Asbury that he devoted himself successfully to literature. He contributed largely to the *Ladies' Repository* and to other literary periodicals, and wrote several books of a high degree of merit. His subjects were for the most part drawn from American life, character and scenery. In one of his essays he described Rosabower, and its name was given to a collection of fragmentary compositions. He was the author of "Asbury and his Coadjutors," "Wesley and his Coadjutors" and the "Scientific Evidences of Natural and Revealed Religion."

After eleven years of unremitting labor at Asbury University, Dr. Larrabee exchanged his active duties for the emeritus professorship of Oriental Languages and Literature. In this connection with the institution he continued until his death. Asbury was among the first of American universities to discuss the problems of comparative philology and to call attention to the treasures of the Sanskrit.

Dr. Larrabee was in politics a democrat; and though he never engaged personally in political work, he was regarded as a prominent and influential member of the party. In the formation of the new Constitution he interested himself in securing a liberal

provision for the public schools of the State. His advice was sought for and acted upon in many of the details of the new school law which followed its adoption. Once he had been honored by appointment as examiner of the Military Academy at West Point. He was now, in '52, offered the democratic nomination for the new office of State Superintendent of Public Instruction. He accepted. Consequently he declined the almost simultaneous offer of the editorship of the *Ladies' Repository*, though he served as temporary editor for a few months.

Dr. Larrabee was elected Superintendent in '52, and entered upon his duties in the same year. His labors and difficulties were far more arduous than those in any other department of the State government. Without court decisions or department rulings to guide him, he was called upon to render opinions and establish precedents upon many points of the school law. He had to write thousands of letters of instructions to county and township officers, and to detect and correct innumerable blunders resulting from their ignorance or want of familiarity with their duties. He had to reorganize, in fact, the whole school system of the State. There was scarcely a school in Indiana but needed his immediate and personal attention. He traveled over much of the State, personally inspecting and assisting in the work of organization. He had many controversies to decide and much opposition to confront.

What added to the perplexities of his office was a conflict between the existing school law and the constitution. The latter provides that "the General Assembly shall not pass local or special laws * * * providing for supporting common schools." The school law of '52 sought to encourage local school enterprise by arranging for the support of schools by special local taxes—in other words, to provide for a special as well as for a general school system. Believing this law to be both wise and constitutional, Supt. Larrabee labored to uphold and enforce it; but it was overruled by the Supreme Court and subsequently replaced by a new law.

Supt. Larrabee was renominated by his party for the same office in '54, but shared the fate of his colleagues and was de-

feated, his successful opponent being Prof. Caleb Mills, of Wabash College, the Whig candidate.

This campaign and the next were characterized by the bitterest partisanship, and Dr. Larrabee was by no means exempt from calumnious assault. Denominational and institutional rivalries, moreover, entered into the contest and intensified the popular feeling. During the ensuing term he was in charge of the Institution for the Education of the Blind, being appointed to that position by Gov. Jos. A. Wright.

In '56 he was again the candidate of the democratic party, and was elected for a second term. Again it became his work to organize the schools under a new law and to establish precedents and give opinions upon disputed questions. His health declined. Personally he had met with financial losses in various ways, and care and overwork proved too great a strain upon him.

He retired in January, '59. His wife died in the same month, and he survived her only till the following May. His remains, with those of his wife and daughter, have been removed to Forest Hill Cemetery, near Greencastle, where a costly monument marks his last resting place and bears the following inscriptions:

WILLIAM C. LARRABEE, LL. D.,

Born at Cape Elizabeth, Me., Dec. 23, 1802. Died May 4, 1859.

First teacher in Wesleyan University, 1830.

Principal of Oneida Conference Seminary, 1831 to 1835.

Principal of Maine Wesleyan Seminary, 1835 to 1841.

Professor in Indiana Asbury University, 1841 to 1852.

First State Superintendent of Public Instruction for Indiana,
1853 and 1854.

In the same office 1857 and 1858.

A FEW HOURS WITH EDUCATIONAL JOURNALS.

DEAR PROF. BELL: I have just put in my library eleven newly bound volumes of the INDIANA SCHOOL JOURNAL, all edited by yourself. These, with the nine volumes bound in 1870, contain a valuable record of school progress in Indiana for twenty years, and I am very desirous of securing the preced-

ing five volumes, several of which were edited by the lamented Henkle. If any of your readers have one or more of these early volumes, bound or unbound ('56 to '60 inclusive), and are willing to dispose of the same, I would like to hear from them. Can you supply the volumes for 1868, 1869, and 1873?

I have also added to my library seven bound volumes of the *Ohio Educational Monthly*, completing the set of this journal from 1852 to 1882 inclusive. These thirty-one volumes (15 of which I edited), with the prior four volumes of the *Ohio School Journal* and a volume of the *Public School Advocate*, both edited by Dr. A. D. Lord, present a complete history of educational progress in Ohio from 1846 to the present year.

My library also contains twenty volumes of the *Pennsylvania School Journal*, beginning with 1861, and twenty-seven volumes of Barnard's *American Journal of Education*, beginning with the first volume, issued in 1856—the greatest work of the kind in the English language, if not in any language.

My collection of Educational Journals also contains one or more bound volumes of nearly all the more important American journals, hitherto published. Among these are four volumes of the *Connecticut Common School Journal*, from 1838 to 1842, inclusive, edited by Henry Barnard; three volumes of the *R. I. Institute of Instruction*, 1845 to 1848 inclusive, also edited by Henry Barnard; twelve volumes of the *Massachusetts Teacher*, the first being the sixth volume, issued in 1852, and early volumes of the *New York Teacher*, *Connecticut Common School Journal*, *Rhode Island Schoolmaster*, *Illinois Teacher*, *Wisconsin Journal of Education*, etc.

Of all the educational journals published prior to 1870, only three are still issued. These, in the order of their ages, are the *Ohio Educational Monthly*, the *Pennsylvania School Journal*, and the *Indiana School Journal*—all three being well sustained and vigorous, with the promise of many years of usefulness.

I have recently spent several hours in looking over the later numbers of these journals and comparing them with the earlier volumes. The comparison has been very interesting and suggestive. The improvement in the character of the journals is

very marked, and in no direction has this progress been greater than in the practical value of the articles. There is a clearer grasp of guiding principles and a more intelligent application of these principles to school work in the later than in the earlier volumes; and this suggests the value of these journals as *a record of school progress*. Nowhere else can the improvements made in school systems and in methods of teaching be more satisfactorily learned. In the earlier volumes will be found articles earnestly advocating measures and agencies now almost universally employed. The later volumes advocate improvements in these agencies and the remedying of defects.

But in no other respect is the change in these journals so marked as in the discussion of methods of instruction—and especially of primary instruction. Thirty years ago there were very few articles devoted to the teaching of little children, and these either described methods long since discarded, or they hinted at better methods in such terms as show that they were ideals and not methods actually used by the writers.

As a rule, the earlier papers on methods are general and indefinite, with few details, but here and there the reader finds a paper that opens wide windows into what is properly called a natural method of primary teaching—papers showing clear vision and practical knowledge. The more recent papers on methods abound in details, showing, on their face, that they are not mere theories, but are the delineations of actual school work. They map out the way and note the steps to be taken with the minuteness and accuracy of the practical surveyor.

All this indicates the progress actually made in elementary instruction. The better methods known to a few superior teachers thirty years ago, and later taught in normal schools and teachers' institutes, have widely worked their way into the American school, and are now skillfully used by thousands of progressive teachers. This has been the work of no one man or score of men. Hundreds of wise teachers have been solving this problem of child teaching, and, as a result, the methods of the primary school have been radically improved—not in all communities, but in many communities. The progress made in embody-

ing sound theory in successful practice in the schools has, it is true, been slow—an illustration of the wise remark of Jno. Stuart Mill, that “a reform even of governments and churches is not so slow as that of schools, for there is the great preliminary difficulty of fashioning the instruments; *of teaching the teachers.*” It is for this reason, that improved methods of teaching are usually worked out by individual teachers or by a body of teachers under the instruction and oversight of a superior teacher. It is for a like reason that such improved methods are disseminated largely by what may be called the training process, and hence the importance of supervisory school officers who have a clear grasp of the principles of education and a familiar acquaintance with the best methods. The American people are slowly learning that improved methods of school instruction involve the training of the teachers, and, in the present condition of education, this devolves largely upon school superintendents, aided in the larger cities by training schools, and elsewhere by normal schools and teachers’ institutes. A live man at the head of the schools in a small city, *with power to carry out his plans*, can work wonders in a few years, provided he knows what superior teachers have done and are doing in the most advanced schools.

Those who suppose that any method of primary instruction has been evolved and perfected within the past fifteen years, are commended to the pages of the educational journals. Here they will find evidence that what they supposed to be a very recent discovery is much older than the supposed discoverer—older not merely as a theory, but as a method successfully used in many schools. An acquaintance with the literature of education would open the eyes of many of the ardent advocates of the “New Education” (whatever this may mean). I have often been amused to hear methods advocated as “new” or sharply criticised as “new-fangled,” which, to my personal knowledge, have been successfully used in American schools for a quarter of a century. In a recent heated discussion of the spelling-book question in a teachers’ institute in the East, the proposed non-use of such a book in elementary grades was both advocated and opposed as a “Quincy idea.” I think, Mr. Editor, that it would

not be difficult for you to name a score of cities in whose schools no spelling-book has been used, especially in the lower grades, for over twenty years, to say nothing of the practice in German schools.

As many of your readers are aware, the past eight years of my life have been devoted to the practical solution of the difficult problem of higher industrial education, and so arduous have been my duties that I have been able to give very little attention to the progress of elementary education. I now turn to the educational journals and to school reports to learn what improvements have been made since my last visits to some of the most advanced public schools in the country. The first thing that strikes me is the frequency with which the term "The New Education" meets me, and I am trying to find out what is meant by it. I have been familiar with the term as first used by Dr. Eliot, now President of Harvard, to designate a higher education in which the physical sciences have a large place and the modern languages take the place of Latin and Greek. I have also heard the term applied to industrial education, both elementary and advanced, but this use of the term to designate a *method* of primary instruction is novel and to me confusing. Is it true that Dr. Eliot's higher education, based on the sciences and modern languages, and technical or industrial education, and the natural methods of primary education are all correlated parts of one system of education? If there be such a system, it seems proper to designate it "The New Education," but the application of this term to a method or system of primary education strikes me as akin to the applying of the title "Professor" to an elementary teacher with a year's certificate or license. The term is too big for the thing it covers. What is the explanation of this tendency to apply big names to small things, and new names to old things?

What is meant by "new" as applied to this primary method? Thirty years ago drawing and music were systematically taught in all the grades of the Cleveland schools, and the "word-method" as an *initial* process in teaching reading had superseded the a-b-c or letter-method, and twenty-five years ago the word-method,

the phonic-method, and the letter-method were united in scores of schools as a practical method of teaching the child the art of reading. More than twenty-five years ago technical grammar was put up at least three years in the Cleveland course of study and more practical instruction in language was begun. Over twenty years ago the writer gave a systematic course of language lessons in teachers' institutes. Are these and other like improved methods of primary instruction used in the best schools for twenty years or more included in "The New Education"? Can not the educational journals help perplexed teachers determine what is *new* in "The New Education"?

By the way, have you read Miss Partridge's "Notes" of Col. Parker's "Talks on Teaching"? I recently read the little book with some care, though not in a critical mood, my special purpose being to learn what is characteristic of the so-called "Quincy Method." I was specially pleased with the eight talks on the teaching of reading and spelling, though they contain little that is new or that can be characteristic of the Quincy schools. The methods sketched are rational and natural, and, what is important, have been successfully used by hundreds of wise and skillful teachers. It seems to me important to keep in mind when reading these talks that the principles and methods advocated by Col. Parker relate to elementary instruction and not to secondary or advanced. He clearly has in mind the primary pupil, and not the pupil in the grammar school, or in the high school. The talks on "School Government," "Moral Training," and several other topics are less satisfactory. The book contains some statements that need qualification, but those who have tried it know how difficult it is to condense an hour's talk into a few terse paragraphs and not omit explanatory and qualifying sentences. Moreover, the making of too broad generalizations may be a weakness of the Colonel. Positive men are quite apt to be sweeping in their statements. But I feel more disposed to applaud than to condemn any one who uses a free lance in his efforts to drive stupid routine and dull rote work from the primary schools of the country. The reformer often feels that he has a new light which he dare not hide under a bushel. Let us

be thankful for every ray of light that falls on the pathway of the teachers of little children. If it be true that the Quincy lamp shines only with borrowed light, it is a good thing that *it shines*. What is needed is not simply light, but its widest dissemination. The Quincy light seems to have the power of diffusing itself, and for this all who have been preparing the oil should rejoice. Let Quincy shine—the brighter the better.

Most truly yours,

E. E. WHITE.

WALNUT HILLS, CINCINNATI, O., Dec. 12, 1883.

PRIMARY ARITHMETIC.

CARRIE B. SHARP, PRIN. WESTMINSTER HOME SCHOOL, FT. WAYNE.

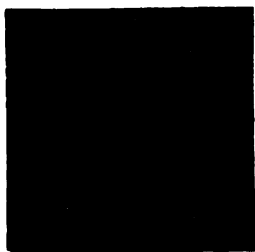
THE work of the primary teacher should be confined to giving the pupils an ability to work in the four simple rules with accuracy and rapidity; hence her work should not deal in intricate problems or lengthy analysis.

“What,” does some one say, “shall we teach children to do examples which they can not explain?” Yes, in the primary school, *children* can be taught to divide, but the explanation of long division is too much for the average child-mind. It is a necessity that the child know *how* to divide. It is not a necessity that he be able to tell why he takes each step of the process. The *how* belongs in the primary teacher’s work, the *why* in the work of the higher grades. This is true because so many children leave school before going beyond the primary grades, and it is more important for them to have an ability to use all four of the simple rules than to be able to add and subtract and explain these processes, and not have learned to multiply and divide. It is true, also, because the child-mind can not comprehend the *science* of arithmetic. He may *commit* beautifully rounded explanations, but the *memory* and not the *reasoning faculties* has been cultivated, and in after years the words may be in his mind, but they will be words only. Whereas, had he learned to *do* the work, the reasons *why* would come to him when his mind is sufficiently developed to comprehend them.

Therefore, let the first years of work in arithmetic be spent in obtaining accuracy and rapidity. Of course the first step must be to teach the child to count and to express numbers in figures. Use something which the children can see when they count, beans, grains of corn, bits of card-board, or marks upon the black-board. When they have learned to count and write numbers up to twenty, they can begin to combine small numbers. Using the objects they will soon learn to combine small numbers. Then comes the opportunity to secure rapidity.

Practice so much and in so great a variety of ways upon every combination of the digits that when the child desires to add a column of figures, he sees the sum of each two adjacent figures, and so adds by twos, instead of adding one figure at a time. Any live, thinking teacher can invent little devices which will give variety to the humdrum process of addition.

Here is one I have seen used with pleasure and profit. The



teacher or some one of the pupils points to the figure at the end of the line and the class name the sum of the figure at the end of the line and the figure in the center. The same wheel may be used to make a more difficult exercise, by pointing to the figures at the extremities

of the lines promiscuously, having the class add each time the sum of the figure pointed to and the one in the center of the wheel, i. e., pointing to 3, 4, the class will say 7; then pointing to 6, the class will say 16, thus adding to 7 the sum of 6 and 3, and so continuing the combinations until the whole sum is as large as the children can manage. The same figure may be used for subtraction by making the figure in the center larger than any at the extremities of the lines. It may also be used for multiplication and division.

This is only one of the many devices which will suggest themselves to the teacher who is in earnest in her work, and who has any inventive genius.

In the solution of problems be careful to choose simple, practical problems, involving such transactions only as the children

are familiar with. Simple analyses should be required to enable the children to express in words the processes by which they have reached the results, but to insure rapidity frequently require the children to give the result as soon as possible after you have finished reading the problem. Allowing them to give the answer in concert, or as nearly in concert as possible, arouses a spirit of strife to see which shall be first, and so stimulates thought and cultivates rapidity.

CONCERNING PRONUNCIATION.

EMMA MONT. MCRAE.

THE training of the voice by every available means is certainly an important part of the teacher's work. The ability to give correct utterance to well-worded thoughts is indeed an accomplishment, which deserves the highest commendation. Through the medium of silent reading must we ever gain much of the knowledge which we acquire, yet so useful, and withal so pleasing an art as good oral expression should receive its due consideration. Who has not realized the charm of a melodious voice, whose every modulation seemed to command the attention and sympathy of every hearer. All means tending to the cultivation of the voice, both of a special and general character, should be improved by the teacher in the preparation for his work.

Correct pronunciation is very desirable. In order to counteract, even measurably, the contaminating influence of provincial speech, it is necessary to make great effort by daily drills upon the sounds of the language, both singly and in combination. In this as in all of the teacher's work, the difficulties must be appreciated and overcome. The skill of the teacher manifests itself in his ability to see the difficulties of a subject, and to expend his energy in the solution of these rather than in a vain repetition of what the pupil knows. Some of the frequent mistakes, in pronunciation occur in final, unaccented syllables, the short Italian sound of *a*, the tilde *e* and *i*, and macron *u*.

In the acquiring of new ideas, there is one danger against

which it is important to guard—that is giving undue prominence to a newly acquired idea. Nothing is more displeasing than the thrusting upon the attention some new and unaccustomed pronunciation. Of the two extremes, certainly the less noticeable one, that is the one requiring the less effort, is to be preferred. When a word has been correctly pronounced so often that it seems natural, then it becomes pleasing.

In the effort to be extremely correct, some have fallen into an error in the pronunciation of the articles *a* and *the*, in composition. It is really more pleasing to hear these called after the old-fashioned way,—the *the* with macron *e* and macron *a*, than the labored attempts sometimes heard, when the great effort results in the *the* being converted into *thu*, the *u* having the sound of *u* in *urge*, and the *a* so sounded as to be like *u* in *us*. Not only are these sounds unpleasant, but positively painful in their unnaturalness. According to good authority the sound of *e* in *the* is nearest the sound of *i* in *ill*, and the sound of *a* is nearest the short Italian *a*. When these words are simply parts of lists, they are correctly pronounced by the use of macron *e* and *a*.

The important thing in pronunciation is to avoid affectation of any sort. Correct utterance of words, when it has become a part of the individual, is very pleasing, but the strained, affected struggling after a new form of speech is often disgusting. Teachers should endeavor to avoid becoming so pedantic as to be shocked at the fancied ignorance, revealed by the startling mispronunciations of persons, the latchet of whose shoes they are not worthy to unloose.

HE who never changed any of his opinions never corrected any of his mistakes; and he who was never wise enough to find out any mistakes in himself, will not be charitable enough to excuse what he reckons mistakes in others.

THEY who tread life's pathway ever bearing on their faces an expression of cheerfulness are radiant ministers of good to mankind. They scatter sunshine on all they meet; depression and gloom fade away in their presence.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Prin. Indianapolis Training School.]

PRIMARY READING.

THERE are a few of the consonant letters, c, g, and some others, that represent different sounds in different words. This difference in sound for the same letter is partly due to the position in the word, or more strictly, the relation in which the given letter stands to other letters in the word. Until the pupil has caught the force of the analogies that govern these cases, he is always undecided which of the two or more sounds represented by the letter is appropriate in a new word. He gradually learns incidentally through the years, slowly and painfully if he has no helps, that c, for instance, takes its hard sound (sound of k) when it immediately precedes a, o, u, l, r, s, or t. But this slow, painful and blind process is changed into a somewhat more speedy, pleasurable and intelligent one if the teacher arranges the simple words illustrating these laws of pronunciation into a few well-chosen classes. For example, the words might be made to stand on the blackboard something as follows:

HARD SOUND OF C.

<i>ca</i>	<i>co</i>	<i>cu</i>	<i>cl</i>	<i>cr</i>
can	cot	cut	class	cross
cane	come	cull	cloth	cry
came	cord	cute	climb	crow
cape	could	cube	close	cream
care	cold	cure	clear	crime
call	cow	curve	close	crane
case	coal	cur	claim	cries

The above table should stand in contrast to one composed of words in which c immediately precedes e or i. The influence of each of these letters over c, under such circumstances is to make it take its soft sound (sound of s). This table might appear as follows:

SOFT SOUND OF C.

<i>ce</i>	<i>ci</i>
cease	city
cede	cider
ceil	cipher
cell	cinder
cent	cistern

This arrangement into tables takes advantage of the well-known principles of resemblance and contrast, and juxtaposition—both of them strong forces in teaching when the mind is to be reached through the senses. After the law, i. e., the force of the analogy, is seen fully by the aid of these helps, it will the more readily be recognized in words that occur promiscuously. The teacher should still further impress the fact by saying distinctly, at the right time, “c takes its hard sound (speaking the sound carefully) whenever it occurs just before a”; or “c takes its soft sound (speaking the sound carefully) whenever it occurs just before e.”

The letter g follows the same laws as those which control c, but with a little less uniformity. Many of the laws under which letters are silent are capable of being taught in a similar manner. The chapter in the front of Webster's Dictionary will give the teacher the needed information in respect to these laws; and the reading lessons and the body of the dictionary will supply him with the examples. It is to be remembered that, with the best management, the child is practically helpless in respect to the pronunciation of new words for the first three or four years of his school life; such work as the foregoing should therefore be given patiently and persistently, for the double purpose of giving him all the help possible now, and of preparing him for the use of the dictionary at the earliest possible date. These exercises become more forcible in second and third year work, when the examples become more numerous and striking. It is of course apparent, that for the best effect, the a-b-c method needs here to be united with the phonic method, hereafter to be described.

We pass next to the consideration of the vowel letters. Here the a-b-c method has little help to offer, as a critical examination

will show. Each vowel letter (except y) has one sound precisely like its name. Its other sounds are so different from the name, and sometimes so in contrast to it, and are so numerous, that the child is soon lost in hopeless bewilderment.

Here again, the teacher must resort to classification. Indeed some of the Readers in use give much valuable assistance in the classified lists at the head of each lesson. When, for instance, the child spells by letter a list of words such as this: cane, rate, bate, cape, dame, fame, hate, lade, made, mane, pane, rage, etc., etc., he is in a half-conscious way learning the great principle of English pronunciation that "Letter a generally takes its regular long sound when followed by a single consonant followed by mute e," though he does not yet use these words, or may be, any words, in thinking about the matter.

In like manner, when he spells a list such as this: can, rat, bat, cap, dam, fan, hat, lad, mad, man, pan, rag, etc., etc., he receives some dim impression of the law that "When letter a is followed in an accented syllable or a monosyllable, by a single final consonant, it generally takes its regular short sound"; though in this case as in the preceding, the impression is vague, and not likely to become vivid enough for expression in language. It is, however, of some service, weak as it is.

But when, by the principle of juxtaposition, these two lists are placed side by side, as shown below,

REGULAR LONG SOUND OF A.	REGULAR SHORT SOUND OF A.
cane	can
rate	rat
bate	bat
cape	cap
dame	dam
fane	fan
hate	hat
lade	lad
made	mad
mane	man
pane	pan
rage	rag

the laws manifest themselves much more clearly, and better opportunity is afforded the teacher for helpful comments. It is of course plain that in all these exercises, if carried on solely by the a-b-c method, the teacher has at first to give the pronunciation of the word for the pupil.

Each of the other vowel letters is capable of a similar treatment with respect to its regular long and its regular short sound. The occasional sounds of each, also, arrange themselves in convenient classes for drill; and the exercises at the teacher's service are well-nigh inexhaustible.

But the vagueness of these analogies in the English language, and the frequent exceptions to even the plainest of them, makes such work unsatisfactory, and drives us at last to look to the phonic method, and its accompanying system of diacritical marks, for permanent and substantial help.

The phonic method begins by the teacher's speaking a sound and then showing the proper letter with the appropriate diacritical mark, as its sign. The teacher is careful to speak the sound accurately, and to drill the pupil in saying the same with equal care. If the sound be the regular long sound of a, for example, the teacher speaks it, and has pupils listen, and then repeat it many times. When she is satisfied that all have a correct idea of the sound, she prints letter a on the board, and places the macron over it thus—ā. She now says, "Whenever you see letter a with this straight line over it, you must always think this sound" (speaks it again). The regular short sounds of the vowels are best with which to begin, because with the sound of two consonants, as r and t, a word may be constructed by combining more and more closely the sounds which at first are spoken separately. The teacher speaks the sounds joining them more and more until the children can readily tell what word is spoken.

If the signs of the sounds have been carefully taught, some diagram like the one in the margin might help pupils to arrive at their conclusions, and might become otherwise helpful, if the teacher points successively to each form as she repeats the sounds. The teacher will need to do considerable printing on the black-board in the early work by this method, for the purpose of teaching

r—ā—t
r-ā-t
r-ā-t
rāt

thoroughly the sign for each sound. She will have to continue printing (or writing) in the teaching of the new words of each lesson, if she wishes the pupils to make out the names of the new words without being told. When the pupils have progressed a little way by this method the pupils will be able to prepare an advance lesson during study hour, if the teacher will place the new words on the black-board with the letters properly marked. But as this idea involves the learning of the diacritical marks for most of the vowels and some of the consonants, it is plain that not much proficiency can be expected in it before the latter part of the second year in school, or even in the third year. But it must be kept in mind as an end to be reached as soon as possible.

Even yet, the pupil can not help himself to the pronunciation of new words except as the teacher assists by marking the letters; for in the Readers (with few exceptions) the diacritical marks are not used. But it is of some use to be able to have the pupil prepare the unfamiliar words from the black-board during study hour, rather than to depend on the teacher for all of them in the recitation hour. And then all such work begins to foreshadow the time when, during the fourth or fifth year of school life, he is introduced to the dictionary, shown the method of its use, and made independent of the help of his teacher in this one department of learning. It were well if his instruction in every department of his school work should tend toward the same kind of self-helpfulness and self-reliance.

The phonic method involves incidentally much valuable vocal culture in the speaking of the elementary sounds. In the case of the vowels, great care should be taken to secure purity, and volume of voice. In the case of the consonants, distinctness without mouthing is the chief consideration. The beauty of one's speaking is largely dependent upon the rich, pure, open quality of the vowels; but the certainty of being heard and understood is more dependent on one's habit of distinct utterance of the consonants.

Another paper will dwell upon the proper combining of the word method, the a-b-c method, and the phonic method in actual work.

HOW TO KEEP THE LITTLE ONES EMPLOYED DURING STUDY HOUR.

IN every school in which there are little ones—whether few or many—the question of how to employ busy hands and bright eyes during study hour is an important one. A request reaches the Primary Department for some suggestions under this head. The following plans have been successful in the writer's experience :

First, then, the indispensable slate and pencil. Children six years of age are perfectly capable of copying the curves which make up so large a part of the script letters, if the teacher will place each on the board plainly. The child makes the curves more easily than he does the straight lines, mainly because defects are not so conspicuous in the former as in the latter; but he may soon try both. Two essentials to success in this exercise need to be noticed; namely, that the pencils be sharp, and that the work be examined and commended or corrected by the teacher. If these two conditions be complied with, and if the exercise be not continued for too long a time without a change, pupils will return to it with zest each day. It is better to do this work than to print. There are two good reasons for this. First, it is good preparation for penmanship, and, second, it does not cramp the hand, as does the printing. If it is desired to rule the slate for this exercise, take a 404 Gillott's steel pen, break out the points, turn it upon its back, hold it at an angle of 45 degrees and draw it across the slate beside a ruler. The lines can be made light or heavy according as desired. If done precisely as indicated above, the space between lines is exactly the proper height for small letters. From this writing exercise it is easy to pass to simple drawing exercises of squares, oblongs, triangles, circles, etc., which the teacher places on the board to be copied. The teacher need not insist on great accuracy, but rather secure facility. Besides these exercises in copying, let the children invent drawings, if only it be done quietly. Even if a pupil should produce a counterfeit presentment of the teacher, recognize and encourage the talent.

As pupils grow older the exercises in copying arithmetical tables and supplying the answers, of writing spelling lessons from book or board, writing the names of all the things visible in a picture, etc., etc., furnish profitable and interesting work for all.

Next, shoe pegs. These can be obtained by the quart from the nearest shoemaker, at a cost of from five to ten cents per qt. Their uses in the primary school are various. Draw stars or other pointed figures on the board, and show pupils how to imitate on desk by using one shoe peg for each line. Magnified views of snow-flakes give beautiful patterns, and the teacher can easily invent many others. Make squares by using one peg for each side; larger ones by using two placed end to end for each side. Rhombs are made by a different arrangement of equal sides. Make oblongs by using two for each side and one for each end. Pentagons, hexagons, etc., etc., are soon learned. Many of the letters, capital and small, can easily be constructed. As soon as the children can interpret the arithmetical tables, they can make addition tables, subtraction tables, multiplication tables, and division tables, with the pegs. Two pegs crossed at right angles serve as the sign of addition; crossed obliquely, that of multiplication; two side by side in horizontal position, serve for the sign of equality; a single one, that of subtraction; while one, with a grain of wheat on each side, typifies division.

A slight variation, giving the interest that with children always attaches to variety, is to repeat all the above exercises with tooth-picks instead of shoe-pegs. Tooth-picks suitable can be bought at any drug store, in five cent boxes—each box containing 2500 or more. In like manner some of the drawings are beautifully represented on the desk by using cigar lighters instead of picks or pegs. The lighters can be purchased at drug stores in packages of 500, at five cents per box.

Children just learning to read and spell can profitably and pleasantly spend one or two of the study hours of the day with the alphabet cards. The Indianapolis Sentinel Co. prints the alphabet on strips of colored card-board, each strip containing one alphabet. The teacher takes the scissors and clips the card-board into squares of equal size, each containing one letter. The

cards can be purchased at the rate of forty cents per hundred alphabets. Each child's box should have several alphabets in it, so that any desired letter may be easily found. The words of the spelling lesson and the new words of the reading lesson may be printed (or written, when children can interpret script) on the board, and the pupils required to reproduce them on their desks. With those a little older, each may be shown a picture and required to spell out on his desk without help the name of each object to be seen in the picture. Still later they may spell out a story made up of incidents suggested by the picture.

Some of the cards have one side without letters. By using that side up these cards become serviceable in working out designs of various kinds suggested by the teacher. Here the snowflake forms are again serviceable as patterns. The cards should be well mingled as to colors, so that corresponding parts of the same figure may be made of the same colors. Place the cards side by side, or corner to corner, so as to give graceful and symmetrical forms, and the children will scarcely tire of copying; and after some practice they will begin to invent for themselves.

Always keep an open place on the lower part of one of the black-boards, and grant as a special privilege to pupils who have quietly and honestly finished the work of the study hour, the right to mark or draw on this board. If colored crayons be kept, the interest is heightened. In like manner keep a book, or magazine of short, interesting stories on your desk, for a pupil who honestly earns the privilege of reading in it for the remainder of the study hour.

From fifty cents to one dollar thus spent for materials enables the teacher to give happy, profitable employment to what might otherwise be dull and tiresome moments.

Thus will much of the temptation to disorder be removed.

As every thread of gold is valuable, so is every minute of time; and as it would be great folly to shoe horses (as the Roman Emperor Nero did) with gold, so it is to spend time in trifles.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

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ANSWERS TO STATE BOARD QUESTIONS.

ONE of the educational papers of the State in writing editorially upon this theme in reply to a solicited communication from me, which it published under the heading "Public Sentiment," seems to claim to have been converted from a previous hostile attitude to the publication of these answers, to a friendly one. The reasons that it gives for this change of opinion are, (1) that it publishes "full" and "unfragmentary" answers "prepared by one who is interested in making them complete"; (2) that the school officers demand it; and (3) that it is "an important sequence" of "the necessary evil" of examining applicants by asking questions.

The first and last of these reasons may pass without comment, further than to say that every person will decide for himself as to their validity. The second reason suggests a more serious matter. I have yet to learn of a school officer who demands such publication, and have heard many speak in unqualified disapproval. But since there are many whose opinion I do not know it must be they who are making this demand.

Believing the publication of these answers to have an evil influence that is not attended by any compensating good, and that the educational rank of our teachers as estimated by other states is injured thereby, I believe that it ought to be discontinued.

I hold that the influence of such publication is evil for the following reasons:

1. It encourages a most worthless sort of cramming for examination. Most of those who ask for these answers and condition their subscription to an educational paper upon its containing them, couple this request with another, viz., that the answers shall appear in the paper in which the questions are published. They are seemingly unwilling to make any previous study of the questions, and thereby test their own power to dis-

cover answers to them. Nor do they seem willing to trouble themselves so much as to look in one number for the question and in another for the answer. Instead of the publication of the answers being an inspiration to study and investigation, it seems to encourage indolence.

None of our educational journals have yet yielded to this latter demand. How long it will be before this will be deemed as "an important sequence of a necessary evil" can not now be told. The belief among the teachers seems to be that by memorizing the answers to one set of questions they will be better prepared to answer the next set. If this were true, then, by all means should this publication be stopped. If it does for the teacher what he expects it will do, that is reason conclusive why these answers should cease.

If it be true that the questions from month to month are so nearly the same that the answers for one set will serve for the answers of another set, then the publication of both questions and answers should be abandoned, if these questions are to serve as any test of scholarship. I do not believe that this is true, but I hold, rather, that the teacher preparing for the examination in this way wastes much time and energy in attempting to memorize what will be of no proportionate value to him.

2. As implied in the above, this publication is a species of deception. The answers by the State Board, or the "full, complete and carefully prepared answers not the State Board's," naturally suggest to the young and inexperienced seeker for a license that they must be of great help to him, or so much labor would not be expended upon them. He is thereby misled, and in a sense defrauded of his time and effort.

3. The influence of this publication is evil for another reason : It encourages wrong methods in the study of a subject. Suppose that it were true that these answers are learned and understood ; when would the learner, by this method, master a subject ? At the best he is getting only a few facts, and judging by the spirit manifested by those who are clamoring loudest for answers and demanding that they appear with the questions, it is a fair inference that but very few facts will find a lasting lodgment in the

minds of these persons. They are not stimulated to study subjects, but are encouraged, rather, not to study them. If by hook or crook they can get hold of the answers to the questions asked in their examination and secure a certificate, they do not feel much concern about their ignorance of the subjects themselves.

4. I believe the publication of these questions and answers tends to stimulate the desire to gain access to the questions dishonestly.

Persons who have made a long and diligent study of published questions and answers, and are still unable to obtain a license, naturally conclude with the writer of the editorial to which reference has been made, that "an applicant's ability to answer the State Board questions is no adequate test of his fitness to teach; that many who are naturally (?) adapted to teaching fail to pass creditable examinations; and that the time must come when some other method less pregnant with error and more rational and adequate shall be employed." Encouraged by such sweeping and inconsiderate statements as these of an educational paper which is ambitious to lead the educational thought of the state, to think themselves subjected to unjust and tyrannous requirements, they find it easy to quiet any conscientious scruples they may have and join with others in a like condition in the purchase of questions from some enterprising dealer in that commodity. Would they devote the same time and energy to a methodical study of the different branches of learning that they waste in their attempts to secure a license by a short cut, they would probably have the satisfaction of passing a creditable examination and the still greater satisfaction of knowing something about the subjects they were to teach.

It is true that the ability of a candidate to answer the State Board questions is no certain proof of his ability to teach. There is not an intelligent school officer in the state who holds it to be such. It is, however, a proof of his scholarship, and this is all that is claimed for it. Already an additional test is applied all over the state, viz.,—Success in teaching; and more and more importance is attached to this test from year to year. If some

one will invent a more "rational and adequate method" of testing the scholarship of a person than to ask him to tell what he knows of the branches of learning; or of determining his ability to teach, than by observing his work in the school-room, and thus judging his teaching power, such method will undoubtedly be adopted. But until some gifted seer has made such discovery or is on the road to it, it is not assisting the educational advancement of the state to merely declaim against the methods now employed. To those who have come to what little knowledge they may have of methods of administering our school system through long experience and much study, it seems as if a test of scholarship by asking questions, and a test of teaching power by observing the teacher at work, were both "rational and adequate." They will be glad to learn of some better way, but will be slow to abandon the present method on the unsupported assertion that it is "irrational and inadequate."

G. P. B.

OVER-GOVERNING.

OVER-GOVERNING is a prevailing evil in a large class of schools. By over-governing is meant that persistent holding of the attention of the pupil to the requirements of school order. He expends so much of his energy in the consideration of what is tolerated and what is forbidden that he has little left for anything else. An over-governed school, like an over-governed state, is a spiritless community, wanting in enthusiasm and power.

Teachers who over-govern are of two classes,—

1. Those who are weak, and consequently demonstrative and noisy. They are continually talking about order. The tenor of their utterances in the school is reproof for disorder on the one hand and commendation for good order on the other. They are over anxious, and show it by a constant stream of admonition and reproof.

If the teacher is very weak his commendations and reproofs soon cease to command attention and disorder reigns. Through his much governing he has brought government into contempt.

If he is less weak he will hold the school in fairly good order through respect for his tongue-lashings, which he is known to be able to follow with lashings of a more stimulating sort.

2. Another class is those who are strong, and therefore undemonstrative and silent. They speak little, but such an influence emanates from them in their sphynx-like silence that each pupil is set to pondering upon his ways, and is in a state bordering upon terror lest this sphynx shall pronounce his doom.

Both of these classes of teachers compel the pupil to give undue thought to the ordering of his conduct according to prescribed details. They do not enunciate a few general and easily understood principles of conduct giving freedom of action within those limits, but pupils and teacher are painfully anxious about the more minute and less essential details of conduct, and so the preservation of order consumes the major part of energy which should be employed in study. This is governing over-much. I have come to suspect these very quiet and exceedingly orderly schools. Schools in which children never look behind them and never look up when a visitor enters. Schools in which pupils always stand in one special attitude and ever move in obedience to the tactics of some pedagogical drill-master. A visitor involuntarily sets to work to count the cost at which this marvelous "order" has been secured. It has some value unquestionably, but is it worth what it costs?

G. P. B.

AIMLESS CRITICISM.

THERE is a form of criticism that prevails in many good schools that is pernicious. It is the habit of the teacher to ask the class for criticisms after the recitation of each pupil, and of the class to respond with a series of stale, meaningless, and oft-repeated unfavorable comments upon the pupil's performance.

I recently visited a school which had many points of excellence in it, but was marred by slavery to this custom. Following the answer to every question was a call for criticisms. These were invariably of the following character: "He leaned on the desk";

"He touched the desk with his hand"; "He did not stand straight"; "He pronounced of ðv"; "He repeated"; "He hesitated." The ineffectiveness of the criticisms was shown by the utter disregard paid to them by the pupil who was blamed and the pupil who blamed. The pupil who made the most objections would almost invariably repeat the same faults when called upon to recite. The person criticised seemed to give no attention to what was objected to. He certainly gave no heed to it. When each pupil had had his "say" the next question was asked and the same farce repeated. I wondered if the teacher had ever reflected upon the purpose of criticism, and had ever considered the value of that which was given. I suspected that she had seen some such performance in another school, and had introduced it as a piece of new machinery into her own. There is such a world of thoughtless and useless routine work done in our schools because it is the fashion! This custom evidently originated as a device for holding the attention of the other members of the class to the recitation. It has resulted in this case in distracting the attention of the class from what is most important and valuable to them in the recitation. They neglect the substance for the form and they are paid a premium for so doing.

The remedy for this and all other senseless routine which so abounds in the schools is, that the teacher cease to follow blindly mechanical methods which have been learned by observation or hear-say, and do nothing for which he has not a sufficient reason, at the time, and cease to continue any method when it has degenerated into routine and become mechanical. The best of methods will do this. There is constant need of the exercise of *tact*, which Bain defines to be a wakefulness to what is going on; especially a wakefulness to what is going on in the minds of the pupils. Throw your cut-and-dried methods to the winds, and wake up to a consciousness of an immediate purpose in everything you do. Then drive at it in the most direct and natural way to you. This will be your most successful method.

G. P. B.

THE THEORY OF METHODS IN READING--II.

THE second stage of reading, which is termed primary reading proper, to distinguish it from the work which precedes the use of the first reading-book, occupies about the period of the second and third school years.

The characteristic that distinguishes this stage is that it gives the pupil the power to obtain from printed language the thoughts of another, and to give adequate oral expression to those thoughts in the same language, under the condition that the printed words and the separate ideas are, in the main, familiar; the one new thing being the ideas in the given relation, i. e., the thoughts.

For example, in Lesson IV. of McGuffey's First Reader, this sentence is given: "The fat hen is on the box."

It will indicate the condition of this stage of reading to say that the pupil is familiar with the oral words, with the printed words, and with the separate ideas; but that the ideas in this identical relation constitute the unfamiliar element.

The distinctive work of this stage is indicated when it is said that under the given conditions, the pupil is to be led to associate with those printed words arranged in a sentence, the peculiar thought that they represent, and to give oral expression to that thought in the same words. In this sentence the statement is made that the distinguishing characteristic of the second stage of reading is that it enables the pupil to obtain from printed words, under the given condition, the thoughts of another, and to give adequate oral expression to those thoughts in the same words.

The distinguishing mark of primary reading proper is the ground for steps as follows:

1. Conversational exercises to give the pupil the possession of the thought before he comes into contact with the sentence in the book.
2. The association of the thought with the sentence.
3. Individual and simultaneous practice in orally expressing the thought.
4. The pointing out of, and the correction of errors.
5. Individual and simultaneous practice in orally expressing

the thought. This step to be taken in the light of the knowledge gained in "4."

6. The oral expression of the thought by the teacher.

7. Imitation.

It is not to be understood that all of the printed words and all of the ideas that are considered in this second stage are familiar, but only that in the main such is the case. Many new ideas and words are gradually introduced and dealt with as a preparatory step to the next stage.

It will be noticed that this stage differs from the first, both in immediate aim, and in conditions.

The third or advanced stage of reading, extending over the period beginning about the fourth school year and ending with the eighth, exhibits this characteristic feature:

It gives the pupil the ability, among other things, to obtain from printed language the thoughts of another, and to give those thoughts adequate oral expression in the same language, under the condition that the thoughts, the main individual ideas, and the words expressing them, are not familiar; e. g. as in this sentence from Lesson XX., page 59 of Appleton's Fourth Reader:

"The antlered monarch of the waste
Sprang from the heathery couch in haste."

Or as in the following from Lesson LXXXVI. of the same reader:

"A target was placed at the upper end of the southern avenue which led to the lists."

An examination of these sentences will disclose the conditions prevalent in this stage of reading work, viz., familiarity, on the part of the pupil with some of the separate ideas and their oral and printed expression, and unfamiliarity with—

- a. Some of the ideas, and generally the important ones;
- b. The words that express these;
- c. The ideas in the given relation, i. e., with the peculiar thought expressed by the sentences.

The distinctive work of this stage is exhibited here, when it is seen that, under the given conditions, the pupil is to be led to associate with those printed words arranged in sentences, the

peculiar thoughts that they represent, and to give oral expression to these thoughts in the same words.

The work to be done with these two sentences, which are given to represent the main difficulties of the stage, is the basis of the assertion that the distinguishing mark of the third stage of reading is that it enables the pupil to obtain, under the given conditions, from printed words, the thoughts of another, and to give adequate oral expression to these thoughts in the same words.

The distinguishing mark of the third stage is the ground for steps as follows:

1. The employment of well-known methods of exposition, as:
 - a. Example.
 - b. Setting forth the inherent ideas of the various notions.
 - c. Antithesis.
 - d. Illustration.
 - e. Pointing out the difficult relation or point in the thought.
2. The association of the thought thus gained with the sentence.
3. Individual and simultaneous practice in orally expressing the thought.
4. The pointing out of, and the correction of errors.
5. Individual and simultaneous practice in orally expressing the thought. This step being taken in the light of the knowledge gained in "4."
6. The oral expression of the thought by the teacher.
7. Imitation.

It is seen that this stage differs from both the first and the second in its conditions, but from the first only in that which it enables the pupils to do.

The consideration of the distinctive nature of these different stages of reading and of the general method appropriate to each shows that the power of the mind most prominently exercised, is its associative power, and that, therefore, the teacher should understand and apply the laws and arts of *retention*.

It remains to consider the preparatory stage and the primary stage under:

- a. Purpose.
- b. Means of making the work interesting.
- c. Methods of making the work clear.

HOWARD SANDISON.

ORAL READING—III.

THE most important element of oral reading, one that is present in every act of expression, and which largely determines its intelligibility, is pronunciation. The character of a person's pronunciation, both in reading and conversation, is usually regarded as exhibiting his degree of culture.

Pronunciation may be regarded from two points of view, viz.: The *practical* and the *artistic*.

The practical requires that words be pronounced in such a manner that they may be readily understood, and so that attention is not diverted from the thought expressed to the manner of expressing it. The artistic requires that the pronunciation be pleasing to good taste.

It often happens that one of these desirable elements of pronunciation must be sacrificed for the other, and it is sometimes embarrassing to the young teacher to decide between them. He finds himself surrounded by people who say *grass* for *grass*; *äunt* for *aunt*; *bärrier* for *barrier*; *superintendunt* for *superintendent*; *dawg* (or *dahg*) for *dög*. If he adopts the pronunciation of the above, and many similar words that might be mentioned, which happens to prevail in the community, the attention of the hearer is not diverted from the thought expressed, and the speaker avoids the embarrassment which naturally arises from the consciousness that his pronunciation makes him conspicuous. In such cases it may be well to call to mind the fact that the teacher is employed by the state, not that he may be educated down to the level of ignorance, but that he may raise ignorant people to a higher plane, correct their vulgarisms of speech, and so educate them by precept and example, that ultimately the artistic will be the practical. If an educated maiden in any part of the English-speaking world, shall say to his pupil, "Thou art a Hoosier, or a Yankee, for thy speech betrayed thee," it will be because the teacher failed, through ignorance or cowardice, to perform his duty.

The dictionary reflects the pronunciation of the most cultured people and its teachings should be implicitly followed.

A pronunciation that is both practical and artistic is preferable to one that is pleasing to good taste, but which, on account of its strangeness to the person addressed, attracts attention to itself rather than to the thought which the speaker wishes to impress upon the mind of his hearer. Hence, it follows that when more than one pronunciation of a word is sanctioned by the dictionary, as in the case of neither, it is better to employ the one most generally used. Also, when two dictionaries are recognized by eminent scholars as indicating a pronunciation which, while differing somewhat, is equally pleasing to good taste, it follows that a person's pronunciation should conform to the one most generally used.

When it is necessary to employ an extreme pronunciation care should be taken to execute it skillfully. There is, even in the uncultivated mind, an instinctive appreciation of a beautiful thing gracefully performed; but a bungling effort to accomplish something out of the ordinary way is ludicrous.

"The attempt, and not the deed, confounds us."

JOSEPH CARHART.

✓ THE NEW COMPULSORY SCHOOL LAW OF ILLINOIS.

M. H. Stark, of Vermillion, Ill., has kindly given the following synopsis of the new compulsory school law of that State :

The compulsory law enacted by the last Legislature in this State has the following provisions :

- 1st. All children between the ages of six and fourteen years shall attend school at least three months each year.
- 2d. A certificate of ill health will relieve one from the penalty.
- 3d. All parents or guardians not sending children as required shall be fined.
- 4th. It is made the duty of the school directors to make complaint against those not complying with the law.
- 5th. It is the duty of any tax-payer to make complaint of any director who refuses or neglects to see the law enforced.
- 6th. It prescribes a heavy fine for non-performance of these duties.

The law is having much "moral force," we think, and will no doubt be well executed.

We think the term of attendance too short and the limited age too brief, but probably best as it is to "start on."

OFFICIAL DEPARTMENT.

PAY for ATTENDING TOWNSHIP INSTITUTES.—[Letter-book G, page 431.] The pay of the teacher is doubtless to be considered a remuneration for all the required work which he performs. Attendance at township institutes is one of the requirements of the teacher's contract, all of which are to be considered by the trustee in fixing the amount of wages per month, which should be as liberal as possible.

REQUIREMENTS FOR PROFESSIONAL AND STATE LICENSES—PROFESSIONAL LICENSES.—It is ordered that persons who have received two county Licenses of the first grade, in conformity with the State Superintendent's opinion on consecutive licenses, may be admitted within one year of the expiration of the second of such licenses to an examination for an eight-year professional license, which shall comprise the subjects of elementary algebra, elements of physics, elements of botany, grammar, civil government, American literature, and the science of teaching. Such examination shall be conducted by the county superintendents in the several counties, upon questions prepared by the State Board; the manuscripts shall be sent to the board for gradation, and the certificates granted shall take effect upon the expiration of the thirty-six month license held by the persons receiving them. An examination for eight-year licenses shall be held in May, 1886, and annually thereafter.—*Order of State Board, Nov. 1, 1883.*

STATE OR LIFE LICENSE.—It is ordered that there shall be but one grade of State certificates of qualifications for teachers; and that these shall be granted to applicants who shall present satisfactory evidence of good moral character, and of forty-eight months' successful experience in teaching (of which at least sixteen shall have in Indiana), and shall pass a satisfactory examination in orthography, reading, writing, arithmetic, geography, physical geography, English grammar, physiology, history and Constitution of the United States, general history, plane geometry, algebra, elements of physics, elements of zoology, elements of botany, English and American literature, rhetoric, moral science, and the science of teaching. Provided, that any person holding a valid 'professional license' [4425-9] shall be granted a State certificate on passing a satisfactory examination in plane geometry, elements of zoology, English and American literature, moral science, the science of teaching, general history, and rhetoric. Examinations for State certificates shall be held from time to time, as the number of applicants may require.—*Order of State Board, Nov. 1, 1883.*

JOHN W. HOLCOMBE,
Sup't Public Instruction.

EDITORIAL.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in *two* and *one* cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

We find in the October issue of the *Pennsylvania School Journal*, an article on "Bands of Mercy," copied from the Indiana School Journal. The editor failed to give due credit. This was doubtless an oversight. Honor to whom honor is due.

THE STATE NORMAL.—D. S. Snyder, the noted Shakespearean critic, has recently been giving a series of lectures at Terre Haute and has visited the normal school and examined the work. He says that he regards the school one of the most thorough and one of the most scientific in all the country. Mr. Snyder has been a practical teacher until within a few years, and is high authority. Such compliments from such a source are not common, and should be appreciated.

THIS NUMBER of the Journal contains much, very much that deserves study, and careful study. Mr. Skinner begins his series of sketches of the State Superintendents, and certainly every teacher will value them and wish to preserve them. The volume will contain similar sketches of all the State Superintendents. Mr. Skinner is spending much time on this work.

Let no one omit to read Dr. White's very interesting and instructive letter. Aside from the historical information the suggestions are valuable. We hope to hear from the Doctor again.

Every teacher of lower grade arithmetic will read with profit Miss Sharp's article on Primary Arithmetic.

Mrs. McRae has said some sensible things about pronunciation. Read and *remember* what she says about the pronunciation of *the* and *a* when used in sentences.

The Primary Department and the Department of Pedagogy are as usual *full* of suggestive and profitable reading.

Howard Sandison's article on Primary Reading has already been declared worth more than the price of the Journal for a year.



With this issue the JOURNAL begins the *twenty-ninth* volume. Old age is honorable—when it behaves itself. The JOURNAL has tried to do this. In its early life it experienced many hardships, but faithfulness to do duty brought it through in safety. Notwithstanding the fact that only two other educational papers in the United States are as old as it is, it is by no means decrepit. Age never begins to tell upon a man till he stops *growing*. So long as a tree grows a little every year there is no danger of decay. Activity and growth are the elements of life.

The JOURNAL was never younger in spirit, and was never fresher in sentiment. It never before did so much work, and never before felt capable of exerting so much influence. It has just closed one of the most prosperous years of its history, and starts into the new year with high hopes and a determination that volume *twenty-nine* shall be the best of the series.

It returns its renewed thanks for the cordial support of its numerous and devoted friends.

PROFESSOR.

The title "Prof." is used, or rather misused, to such an extent that it is coming to stand for nothing: it is entirely too cheap. The term is strictly applied only to members of a college faculty, but may with propriety be applied to others holding other high educational positions.

Many persons now apply it to every teacher who has attained the principalship of even a two-room school. Reports of institutes come to the Journal in which every person who took a part is designated as "Prof. —." It will be noticed that in all such cases the "Prof." is omitted and never appears in print. In fact the Journal is so careful on this point that it may go to the other extreme. It is a much

less sin to omit it where it belongs than to apply it where it does not belong.

The word "*normal*" is abused in the same way. It is safe to say that *nine-tenths* of the schools claiming this designation have no claim whatever to it. Their work is almost wholly if not entirely academic, and the word "normal" as applied to them is a misnomer. They use it because it is popular and will draw. This ought not so to be. Things should be called by their right names.

COMPLIMENTARY.—"The Journal is better and better. The last number is superb. Success to the Journal and yourself."

"The magazine is one of the best in the United States"

"Either one of three articles in the last number of the Journal is worth the subscription price for a year."

"This (Nov.) is the best number of the best educational paper in the country."

"Allow me to thank you for your excellent Journal. It is equal to the best and improving."

The above are a few of the many evidences that come to us of the value of the Journal.

FEDERAL AID.—The subject of federal aid for school purposes has been discussed in Congress in almost every session since the war, but while most persons concede the propriety of it no agreement has yet been reached as to the plan. Senator Logan, of Ill., has just introduced a new bill, which proposes to give \$50,000,000 annually of the sum derived from internal revenue and sale of public lands, to be expended by the States for instruction. The bill provides that before a state shall receive its share it must enact a compulsory education law that will compel each child between six and twelve years of age to attend school at least six months each year.

SHADE TREES IN SCHOOL YARDS.

The Journal has frequently urged upon trustees and teachers the wisdom of planting trees upon and about the school grounds. They would be a protection and an ornament. In what way could a little time and less money be spent that would yield better results? "He that planteth a tree for posterity is a public benefactor." As the forests are cleared away trees will become more useful and will be regarded as more ornamental.

As our native trees are far more beautiful for shade trees than any ever-greens, and as they can be had for the digging, they are the trees to plant. This is a very good season for trans-planting. When the ground is frozen, the digging is more difficult, but it is easier to

carry with the roots much of its native soil, and this insures continuous growth.

Trustees or teachers, or what is better, both acting together, with the aid of the willing hands of the boys and girls, can do a work in a half-day that will be of inestimable value in the future.

ANSWERS TO STATE BOARD QUESTIONS.

Every one should read Mr. Brown's article on "Answers to State Board Questions," on another page.

The Journal has repeatedly insisted that unless teachers would carefully investigate and answer the questions for themselves, *before* consulting the published answers, the injury would be greater than the benefit. For this reason, and to afford ample time for such investigation, the questions have been given one month and the answers to them the month following, and teachers have been urged to first find the answers for themselves, and simply use the printed answers, as a means of comparison. This exercise was recommended as a means of review, that teachers might keep themselves familiar with the subjects they might not be called upon to teach for the time being. No person and no paper has in more emphatic terms than the Journal condemned the "questions and answers" and the "question-book" methods of original investigation. A subject can never be mastered by such a method.

Several years ago the State Board agreed to answer their own questions, thinking that thereby they could indicate not only a standard, but lines of investigation for certain questions. In accordance with this action the answers to most of the questions have since been from different members of the State Board.

If used as intended, and as the Journal has from the first insisted, the published answers are all right; but if used to save the teacher the trouble of hunting up the answers for himself, and as simply a means of cramming for examination, they are all wrong. Each teacher must determine this for himself.

As the Journal is usually in type before the last Saturday in the month, when the questions are used, their publication is necessarily postponed one month; then the answers follow the next month. This delay in publishing the questions does not in the least detract from their value, and a month's delay in the answers is better than a shorter time, *provided* they are used in the way intended and indicated.

The Journal desires to devote its space to such matter as will be of most use to its readers, and therefore, has not always published answers to the simpler questions, whose answers, if not known, could be easily found *in any text-book*.

It aims at the greatest good to the greatest number.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR NOVEMBER.

THEORY OF TEACHING.—1. What are the characteristics of a question? 20

2. Define attention, and state the conditions necessary to secure it. 2, 10 each.

3. State the proper and the improper uses of fear in school discipline. 2, 10 each.

4. Should there be a general recess at least once each half-day? Why? 20

5. State briefly the ends sought by the school. 20

ORTHOGRAPHY.—1. What are the subvocals? Name them.

2, 5 each.

2. When are *w* and *y* to be considered vowels? when, consonants? 2, 5 each.

3. What is the rule for the punctuation of abbreviations? Punctuate the abbreviations of superintendent, attorney, baronet, administrator, volumes.

4. Is the sound of *a* in *can* the same as the sound of *a* in *can't*? Mark the letter in both words diacritically.

5. Write words in which the tilde is used over the following letters: *e*, *i*, and *n*.

U. S. HISTORY.—1. *a* Which is the more important, the political history of a people, or their industrial history? *b* Why? a 3, b 7.

2. What is the best method of teaching history? 10

3. Give a brief biography of Daniel Webster. 10

4. Give an outline history of Kansas. 10

5. Give an account of the Colonial Indian War. 10

6. Give an account of the earliest settlements in this country made by the French. 10

7. Tell the story of the invention of the sewing machine. 10

8. Name the kinds of literature in which United States writers are eminent. 3 pts, 3½ each.

9. Describe the manufactures of Indiana. 10

10. What was the Stamp Act, 1765? 10

NOTE.—No answer to exceed ten lines.

GRAMMAR.—1. Form as many words as you can from the word *health*. Define each derivation. 5, 5.

2 Give five rules for the use of capitals.

3. What is the difference between the active and passive voice of verbs?

4. Write a sentence containing a verb in the active voice, followed by an object. Write a sentence containing a verb in the passive voice, followed by an object. 5, 5.

5. Define a relative pronoun and give its two offices in language. 5, 5.

6. Correct and give reason for correction: Of what gender are each of the following nouns? 5, 5.

7. Analyze the following sentence:

"The evil *that* men *do* lives after them;
The good is *oft* interred with *their* bones."

8. Parse the italicised words in the foregoing sentence.

9. Punctuate the following:

petulant she spoke and at herself she laughed
a rose bud set with little willful thorns
and sweet as english air could make her.

10. Write not less than ten lines on county examinations.

GEOGRAPHY.—1. Define mathematical geography; the reason why the earth is flattened at the poles. 5, 5.

2. Suppose the inclination of the earth to be 30° , how would we ascertain the width of the several zones? 10

3. How many degrees west of Greenwich is Washington? Reckoning from the Meridian of Washington, what is the latitude and longitude of Quito?

4. In what State is Mobile Bay? Tampa Bay?

5. By what two great commercial routes can we travel around the world, starting from New York?

6. What State is called the Granite State? Where are the Green Mountains?

7. Describe the surface of the New England States.

8. Bound, as a group, the North Central States east of the Mississippi.

9. Italy—its capital? Form of government? Principal river? Largest city? Volcanoes?

10. Name and describe the two most important rivers of Africa.

PENMANSHIP.—1. What is meant by movement?

2. How many kinds of lines are used in writing? Define them.

3. What letters are but one space in height?

4. In what way may the teacher assist the mind of the pupil in obtaining a true idea of the forms of letters? What is meant by analysis of letters?

. Analyze *C* and *c*.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked so to o.

- ARITHMETIC.**—1. What will be the cost in U. S. currency of 20 books at 7s 6d each, a shilling being worth 22 cents? 5. 5.
2. What is the smallest number of acres from which lots of 2, 4, or 6 acres could be laid off? 5. 5.
3. $\frac{3}{4}$ acre = how many 6ths of 180 sq. rods? 5. 5.
4. Multiply 45 by .2 and divide the product by .03; and give the reason for pointing off the decimals. 3. 3. 4.
5. What is the weight in grammes of a body of water 1 m. long, 1 d. m. wide, and 1 c. m. deep? 5. 5.
6. Express properly the ratio of $\frac{3}{4}$ to $\frac{1}{12}$, and give it also fractionally. 3. 3. 4.
7. If I sell 7% stocks at 132, and invest in 6's at 110, what % gain on the par value of the stocks do I make? 10
8. A invested in a farm \$700 for 5 mos., B \$600 for 6 mos., and C \$500 for 7 mos.; their gains were \$1,060, what was the gain of each? 4. 2, 2, 2.
9. The centers of two towers are 120 ft. apart, one tower is 200 ft. high, the other 290 feet, what is the distance between the centers of their tops? 5. 5.
10. Two parallel sides of a piece of land are 150, and 180 ft. long respectively, the shortest distance between the two sides is 120 feet; what part of an acre is in the piece? 5. 5.
- READING**—1. Name four objects in teaching primary reading. Four different ones in advanced reading. 2 off for each omis.
2. What is a good method of conducting the recitation of a Fourth Reader class? 10
3. What is the distinction between emphasis and inflection? Illustrate. 5. 5.
4. Can errors in emphasis be best corrected by criticism by the pupils, or by the teacher? Why? 3. 7.
5. Write the sentence: "Will you ride with me to town to-morrow?" four times, each time underlining such a word as will give the sentence a different meaning? 3 off for each omis.

ANSWERS TO STATE BOARD QUESTIONS FOR DECEMBER.

ARITHMETIC.—1. $a \frac{3}{4}$ of $\frac{1}{2}$ of 21 = 15.

$b \frac{3}{4}$ of $\frac{1}{2}$ of $9\frac{1}{2}$ = $4\frac{1}{4}$.

$c 15 - 4\frac{1}{4} = 10\frac{1}{4}$, the remainder required.

2. $1728 \div 1.2 = 1.44$. As the denominator of the dividend is 1000, and the denominator of the divisor is 10; and as 1000 divided by 10 will give 100, the denominator of the quotient must be 100, which will be shown by pointing off in the quotient as many decimal places as those of the dividend exceed those of the divisor.

3. The contents of the pile of wood will be as many cubic feet as the length multiplied by the breadth and the height consecutively will make, the cubic foot being the unit of measurement. As one cord contains 128 cubic feet, the pile will contain as many cords as the contents contains times 128, and as the cost of one cord is \$4.25, the cost of the whole will be \$4 25 multiplied by the whole number of cords, and the following formula will give the result: $\frac{26 \times 18 \times 12 \times 4 \times 28}{128} = 612$. Ans. \$612,

4. *a* The superficial contents, in square meters, of the walls and the ceiling, without allowance will be $(10 \times 4 \times 2) + (6.5 \times 4 \times 2) + (10 \times 6.5) = 197$. *b* $197 \times .9 = 177.3$. *c* $177.3 \times .30 = 53.19$. Ans. \$53.19.

5. As the number of horses required will bear the same ratio to 4 horses as the compound ratio of 9 bus. to $\frac{1}{3}$ bus., and $\frac{1}{3}$ day to $\frac{1}{3}$ days, the following formula will give the correct answer: $\frac{4 \times 9 \times \frac{1}{3}}{\frac{1}{3} \times \frac{1}{3}} = 160$. Ans. 161 horses.

6. *a* \$1200, at interest for one year at 5%, will amount to \$1260. *b* The present value of \$1260, having 4 mos. to run, discounted at 5% per annum, true discount will be $\$1260 \div 1.01\frac{2}{3} = \$1,239.34+$.

7. The depth of the vat will be $\frac{1\frac{1}{2} \times 1\frac{1}{2} \times 1\frac{1}{2}}{\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}} = 9$. Ans. 9 ft. This is true because the contents in cubic feet of the two vats must be the same.

8. As the last term of a geometric progression is equal to the first term multiplied by the ratio raised to a power whose index is one less than the number of terms, the last term required will be $1000 \times \frac{1}{2}^8 = 8$.

9. As the weight is to the power, as the diameter of the wheel is to that of the axle, the answer will be found by the following proportion: $36 : 9 :: 75 : 43\frac{1}{2}$. Ans. $43\frac{1}{2}$ lbs.

10. *a* As \$1.08 is 120% of cost, cost is $\frac{1}{1.2}$ of that, or 90 cts. *b* As \$31.05 = 150% of cost of wheat sold, the cost will be $\frac{1}{1.5}$ of that, or \$20.70. *c* As one bushel costs 90 cts., \$20 70 will be the cost of as many bus. as it contains 90 cts., which is 23 times. Ans. 23 bushels.

GRAMMAR.—2. Each other should be used when two persons are speaking of individuals; one another when more than two are spoken of individually. We bade each other farewell and departed each his separate way, leaving those behind to comfort one another.

4. I heard from him yesterday and know that he was not absent from home at that time.

6. The possessive of complex terms is formed by affixing the apostrophe to the last term; as, my sister-in-law's book.

7. *a* No fewer than five books were found. *Fewer* refers to number and should be used instead of *less*, which refers to bulk. *b* This sort of grapes is very sweet. *This* is singular and should be used with the singular noun sort, instead of the plural adjective *these*.

8. "A tender bud,
That tried to blossom in the sun,
Lies without, where the violets blow."

This sentence is declarative, complex, intransitive. Logical subject, *A tender bud, that tried to blossom in the sun.* Gram. subject *bud*, modified by the adjectives *a* and *tender* and the relative clause *that tried to blossom in the sun.* Log. predicate, *lies without where the violets blow.* Gram. predicate *lies*, modified by the adv. *without* and the adv. clause *where the violets blow.*

9. "Whatsoever hath been shall remain,
Nor be erased, nor written o'er again."

Whatsoever is a compound pronoun, combining in one word antecedent and relative. As antecedent it is in third person, singular number, subject of the verbs *shall remain*, *be erased*, and (be) *written*. As relative it is in the third person, singular number, subject of *hath been*. *Shall remain* is a verb, reg. intransitive, found in the future indicative active, in the third person, singular number of its subject. *Be erased* is a verb, reg. transitive, found in the future ind. passive, third person, singular number. *Nor* is a co-ordinate conjunction connecting the verbs *erased* and *written*.

READING.—2. Pure tones are of two kinds: the simple pure and the orotund. The former is most clear in children's voices, and is used in ordinary conversation, reading and speaking; the latter is the full round tone of the masculine voice, and is used to express awe, grandeur, reverence, sublimity, etc. The aspirate is the intense whisper used in expressing fear, caution, etc.

3. Exclamations are followed by commas when the exclamatory sentence is short and the expression of emotion continues throughout the sentence. In this case, the exclamation point is put at the close of the sentence.

4. The character of the selection must determine the form of its analysis. If it be descriptive, we must determine whether of a mental state, an object of sense, or a character; if a narrative, whether the important thing be the sequence of events or the synchronism of events; if of a single proposition, whether it be a definition or a division, etc.

5. For answers to this question see School Journal for Sept. 1883, April and June, 1881, and January, 1880. Also see Report of Supt. of Public Instruction for the years past.

PHYSIOLOGY.—2. A muscle is a bundle of fibers. Each fiber is a bundle of smaller threads, or fibrillæ, and these are composed of elongated cells attached to each other, end to end. Under nervous stimulus these cells bulge in their centers, causing the ends of the muscles to approach each other. This change in the muscle is termed contraction.

4. Salt, iron, lime, oxygen, soda, etc, are inorganic substances useful to the animal economy.

6. The teeth of animals differ in accordance with the character of the food upon which they are to subsist. Rodents, or gnawers, (rats, squirrels, etc.), have the incisors highly developed; herbivorous animals have the molars more highly developed than the other kinds of teeth; carnivorous animals (lion, cat, tiger, dog, etc.) have the cuspids strong and very prominent: but as man eats all kinds of food, there is no marked distinction between the different classes of teeth other than that required by their specific uses.

7. Joy, content, tranquillity, are favorable to a normal condition of the digestive juices; grief, anxiety, petulancy, are unfavorable.

10. The spinal cord serves a double purpose: that of a transmitter of sensations and motions; and that of a nerve center originating reflex actions.

U. S. HISTORY.—1. The Confederation was merely a league which might be broken at will. Congress had no power to enforce its own measures, nor to raise money by taxes for the support of the government.

2. Washington, Jay, Madison, Hamilton, Franklin.

3. *a* Jefferson; War with the Barbary States. *b* Madison; War of 1812. *c* Jackson; Seminole and Black Hawk Wars. *d* Polk; Mexican War. *e* Lincoln; Civil War.

4. *a* The Alien Law. *b* The Sedition Law. The Federalists went out and the Democratic party came into power.

5. *a* In 1800, Spain ceded to Napoleon Bonaparte the Province of Louisiana. To prevent Napoleon's occupying this territory by force of arms, the United States negotiated for its purchase, which was effected by the payment of \$15,000,000. *b* Louisiana, Arkansas, Missouri, Iowa, Minnesota, Nebraska, Kansas, Oregon, and part of Colorado.

6. Province of Louisiana, 1883, by purchase; Florida, 1819, by purchase; Mexican Cessions, 1845-1848, by treaty; Gadsden Purchase, 1853; Alaska, 1868, by purchase.

7. *a* Eli Whitney, cotton gin; *b* Robert Fulton, steamboat; *c* S. F. B. Morse, telegraph; *d* Elias Howe, sewing machine; *e* A. Graham Bell (and others) telephone.

8. Missouri Compromise, 1820; Omnibus Bill, 1850; Kansas-Nebraska Bill, 1854.

9. It promotes trade, and facilitates inland commerce by furnishing the completing link in an unbroken water route between the grain producing States of the interior and the Atlantic coast.

10. Webster was called "The Great Expounder" because of the great ability and earnestness with which he defended the Constitution against the doctrine of States' Rights. Clay was called "The Great Compromiser" because he was the author of the Compromise

Measures of 1850. Calhoun, "The Great Nullifier" because he defended the doctrine of the right of the States to nullify the laws of Congress.

GEOGRAPHY.—1. A cape is a point of land projecting into the water. Cape Horn.

2. Manufacturing and commerce. Lake, as Chicago. River, as St. Louis.

3. Boston, New York, Charleston, New Orleans, San Francisco.

4. Venezuela, Guiana, Brazil, Argentine Republic, Patagonia.

5. The Amazon is the largest river on the globe. It rises in the Andes mountains, flows northwest between two chains of the Andes. Near the 5th degree of south latitude it flows east into the Atlantic ocean. The La Plata is formed by the junction of the Uruguay and Parana, which rise in the table-land of Brazil.

6. In Europe east of Turkey. East of England.

7. Seine, Loire, and Gironde.

8. Niger and Congo. In the Indian Ocean, south of Asia. Red Sea and Gulf of Aden.

9. Atlas and Kong mountains. Their highest peaks are only about 13,000 feet above the sea level.

10. The Missouri, Arkansas, Red, Ohio, Illinois.

PENMANSHIP.—1. *a* Position of body, of arms and hands, and of the books; *b* of penholding; *c* of rests; *d* of movements.

2. A slant of 52° is called main slant, because the downward strokes of written letters have this slant. A slant of 30° is called connecting slant, because used in upward or connecting strokes.

3. *a* What are the important or critical points in this letter? (the teacher having written it on the board). *b* How many have it wrong? *c* How can it be corrected?

4. *m* = the second and third; *b* = the fifth; *i* = first; *y* = the third and sixth; *M* = the seventh principle.

5. Two—right and left. The right curve bends to the right of a straight line, connecting its extremities; while a left curve bends to the left.

A "Graded Course of Study" of the Franklin schools, neatly bound in cloth, indicates the character of the schools, and the methodical and logical methods of the Superintendent, Arnold Tompkins. To indicate with greater force the fact that subjects and not text-books, are to be studied, the parts of the subjects have been given in the course of study, instead of referring to the pages of the book. The volume is a suggestive one.

MISCELLANY.

A scheme is on foot to connect the Baltic and Black seas by a ship canal. 4

A. D. Mohler has charge of the Lima schools again, with the same corps of teachers.

The Southern Illinois Normal University, at Carbondale, was recently destroyed by fire.

MT. VERNON.—The Mt. Vernon schools, under the supervision of P. P. Stultz, are reported on the "up grade."

Geo. W. Young, Supt. of Ripley county, has issued his "Outline of Township Institute Work" in neat, pamphlet form.

MISSOURI SCHOOL JOURNAL, is the title of a paper newly started at Jefferson City, Mo. The number before us looks well.

W. J. McCormick, a student of the State University, has charge of the Wolcottville schools, with new teachers throughout.

A Parlor Club has been organized at Lafayette, with L. S. Thompson president, and many of the leading citizens as members.

LAGRANGE COUNTY.—The LaGrange schools, under the supervision of B. J. Bogue, were never in a more flourishing condition.

FRANKLIN COUNTY.—The club from Franklin county, sent by Supt. M. A. Mess, is the largest received this year. It now reaches 110.

MUNCIE.—Reports from the schools at Muncie are favorable. "Things are quiet and every one seems to be satisfied," writes a friend.

TEXAS SCHOOL JOURNAL, is the name of a new educational paper, published at Houston, Texas. This is the first attempt of this nature in the *Lone Star* state.

NORTH VERNON.—The schools of North Vernon, under the management of Amos Saunders, are a great success, and attracting students from other parts of the county.

The National Educational Association will be held at Madison, Wis., July 15-18, 1884. The president, T. W. Bicknell, is already working towards the success of the meeting.

High, higher, highest. Work on the Washington monument stopped for the winter, November 24. The shaft is now 410 feet high—the highest artificial structure on the continent.

THORNTOWN has just completed a nicely arranged and well constructed 8-room school-house. M. Crist, former superintendent of Union County, is the principal of the schools here.

THE ELKHART NORMAL opened its winter term with 60 students and has prospects for more. The principal, H. A. Mumaw, is doing all in his power to make the school a success in all regards.

BLOOMINGDALE ACADEMY.—This school, in its new brick building, is quite prosperous. D. W. Dannis and his excellent corps of associate teachers are making an academy to be proud of.

"The Record" is the name of a new and the *third* paper issued by the students of Wabash College. Judging from the number at hand it will present plenty of amusement for its contemporaries and rivals.

A township high school was opened in White River township, Johnson county, some weeks ago, with an attendance of 25. W. T. King is principal of this school, and A. W. Miller principal of Intermediate department.

PURDUE UNIVERSITY.—All the reports from Purdue are favorable. Provisions having been made for supplying the necessary funds, all the departments are running smoothly. Professor Smart is commended on every hand.

Purdue University will open a special school for wood carving, after the holidays. John Pursell, of New Haven, Conn., will have charge of this department. He comes with high recommendations from Boston and New York.

Houghton, Mifflin & Co., of Boston, publish this year a life-size portrait of Nathaniel Hawthorne, uniform with their preceding portraits of Longfellow, Bryant, Whittier, Lowell, Holmes, and Emerson. Its accuracy and life-likeness are vouched for by Mrs. Lathrop, Mr. Hawthorne's daughter. Price \$1.00.

ISLAND PARK.—The managers of "The Assembly" at Island Park, are diligently at work preparing for the meeting next summer. They are determined to make it a success. The "Park" is in Sylvan Lake, near Rome City, on the Indiana & Grand Rapids road, and is a delightful place.

SANITARY.—The health bureau of the state has sent out blanks to secure a report of the hygienic condition of every school-house in the state. It is believed that the result of such a report will do very much to induce the *people* to take such sanitary measures not only at school but also at home, as will prevent inconvenience, suffering, and disease.

PLYMOUTH.—A person who visits a great many schools, and is a judge, says of the Plymouth schools: "Taking these schools from the bottom to the top, they are the best I ever saw. I have seen in-

dividual schools frequently that were as good as any of these, but as a whole, I never saw their equal." This is a high compliment to the teachers, and to the Superintendent, R. A. Chase.

NEW ALBANY.—The teachers have contributed \$75, which the school board has duplicated, to purchase a "teacher's library." This will give them about 200 good books, and will enable them to carry forward their systematic study of pedagogics, which they have already begun. Chas. F. Coffin is doing good work as superintendent, and R. A. Ogg still holds the helm in the high school.

The annual message delivered by Hon. D. W. Bushyhead, Chief of the Cherokee Nation, delivered at Tallequah, I. T., contains the following, which shows that the Indians appreciate the advantages of education: "By all means practicable should our school fund be increased for the attainment of the most vital object of a free government—the suitable education of the people. Such education must be looked to as the preservator of everything else of value we have besides; and the foundation of our rights and of our government will be found to be rock or sand according to the regard we have for the education of the nation's youth."

OHIO COUNTY.—The teachers of Ohio county met in institute at Rising Sun, August 27, with County Superintendent R. E. Woods in charge. In addition to S. S. Overholt and Olcott, of the Rising Sun school, was C. W. Hodgkin, hitherto a stranger to many of the teachers of our county, but now no longer so. The outlines prepared by the State Board of Education, were followed and proved quite satisfactory. The work was such that all expressed themselves as fully satisfied that it was a success. The interest shown by teachers and citizens not only speaks well for the general character of the instruction, but also quite complimentary to C. W. Hodgkin as an institute worker.

J. V.

RICHMOND NORMAL SCHOOL.—The Richmond Normal School opened its second term Nov. 12th, with 73 pupils in the seats the first day. On the first day of the first term there were 16. The growth is good. The reference library embraces a line of the most useful reference books in the different subjects. New books coming in nearly every week. The apparatus is of the best quality and is ample in quantity. The students of the Normal have organized a literary society which is now in good working order. A new organ was purchased of the Chase Piano Co. and put into the school at the opening of the new term.

The Model Primary School is a decided success. The Normal classes take observations as their work requires. Miss Belle Morri-

son has charge of the Model School, and Miss Caroline Furber of the Methods and Observation. Both are excellent workers.

The Eastern Indiana County Superintendents' Association held its session in the Normal Building, Nov. 20th and 21st. The Normal School grounds are now enclosed by a neat, new, iron fence.

✓ ASBURY UNIVERSITY.—Miss Eliza Hart, of Greencastle, recently came forward and subscribed the \$3,000 necessary to complete the guaranty fund and secure the DePauw endowment for the university at that place. It is known that Mr. DePauw has made a written instrument giving the university 45 per cent. of his entire estate, exclusive of the glass works, which makes an additional donation of not less than \$1 500,000. The college without these gifts is now worth, in buildings, grounds, investments and outside bequests, \$500,000. Robert McKim, of Madison, has given \$10,000 for an observatory, to be built next spring. Anthony Swisher died recently in Tippecanoe county, leaving \$25,000 to go to the university on the death of his wife. A concert and general jubilee was held at Meharry hall in Greencastle, winding up with the firing of artillery and the ringing of bells.

FT. WAYNE.—The editor of this journal recently had the pleasure of spending a day in the Fort Wayne schools, and it was a pleasure. Dr. John S. Irwin, the genial superintendent, has a faculty of making it pleasant for all who come near him. Only two buildings were visited, the Jefferson, Miss Harriet E. Leonard, primary, and the Clay, Miss Mary McClure, primary. These are two new principals, but seem to be quite at home already. As space is limited, instead of a detailed statement, the following brief notes must suffice:

Drawing, good—excellent from the bottom to the top—not equalled in any other schools in the state. It is given a practical turn and is popular as a *useful* branch of study. Miss Susan B. Fowler is the principal teacher. *Arithmetic*, well taught—the inductive methods were used well in the lower grades. *Singing* very good. Children in the lowest primary grades are taught to sing by note, and their skill is surprising. Wilbur F. Heath has charge of the music, and employs the "Sol Fa" method. He certainly makes it a great success. *Practical Language Lessons* are carefully enforced in all grades. The teaching of *Reading* did not as a rule, seem to be up to the standard of the other branches. The new special teacher for this department will doubtless bring up the teaching of this department. The recitations heard in history and physiology were superior.

NOTES.—The art department of the high school surpasses anything of the kind in the state. Fort Wayne has 9 school buildings and 105 teachers. Fort Wayne has no high school so-called. The

schools are divided into 4 primary grades, 4 intermediate and 4 grammar—the grammar department corresponding to the high schools of seven other cities. It contains 190 pupils.

A library of about 4,300 carefully selected books is connected with the schools. It is well read—1,700 different pupils using 25,000 in a single year. The library is open to school children and teachers only.

Superintendent Irwin has had charge of the schools for nine years; he had been trustee for the ten preceding years. He, therefore, knows the schools and has reason to be proud of the results of his labor.

PROGRAMME FOR TOWNSHIP INSTITUTES—JAN. 1884.

L. P. HARLAN, SUPT. MARION COUNTY.

1. *The Use of School Apparatus and Appliances.*—*a* The use of outline maps in recitations; *b* of the globe; the use of primary reading charts; writing cards, charts of business forms; the various appliances used in teaching arithmetic, *i. e.*, weights, measures, and cubical blocks; charts in history and physiological charts; the use of cyclopedias and dictionary. Discussion by Institute.

2. *A Model Class Drill in Reading.*—*a* Let institute be used as a class; *b* read selections in prose and poetry in American Educational Fifth Readers (institute make selections); analyze and develop thought by means of questions, and drill class on expression till read correctly; rules and suggestions for emphasis and inflection. Discussion.

3. *Arithmetic*—Continued. Decimal fractions; distinction between common and decimal fractions; fundamental idea of a decimal fraction; decimal notation and numeration; reduction of decimals and operations under the four rules in decimal fractions. Let definitions and rules be deducted from processes. Attention to form of board work and explanations, etc. Discussion.

4. *The Reciprocal Rights, Duties, and Obligations of Parents, Teachers, and Children.*—This discussion should include parental co-operation, the relation of parent and teacher, rights of the pupils, conduct of the teachers in school and in the neighborhood, etc., etc. Discussion.

5. *Grammar.*—(1) The treatment of the sentence. *a* Classes as to form; *b* essential elements; *c* modifiers; *d* clauses. (2) Order of analysis. (3) Forms of diagrams. Let the teacher illustrate from board the analysis of simple, compound and complex sentences by diagram. Discussion.

6. *Essay, or Biographical Sketch.*—(Subject to be selected by essayist)

7. *U. S. History*.—(1) Objects that teacher should have in mind teaching history. (2) General plan of teaching history, as *a* the preparation of the lesson; *b* conversation with class about topic; *c* reading or having read to class stories and anecdotes bearing on topic from other books; *d* oral or written reproduction of the substance of lesson; *e* use of maps to fix locations; *f* direction of the teacher as to future reading and study. (3) Aids in teaching. *a* Map and charts, reference books, cyclopedias, etc.; *b* reviews, current events, etc.

8. *Morals and Manners*.—(1) Effect of moral instruction and the practice of good morals. (2) Methods and aids that the teacher can utilize in causing the child to *a* know the right; *b* feel the claims of the right; *c* will to do the right. That is, *a* the unconscious influence of the teacher; *b* his example; *c* regular and incidental moral instruction; *d* treatment of *special topics*, at stated times, *honesty, kindness, truthfulness, unselfishness*, etc.; *e* correction of bad habits, as idleness, profanity, lying, obscenity, etc.; *f* formation of good habits, as industry, cleanliness, promptness, self-reliance, etc. Discussion.

9. *Select Reading, Declamation, Oration, or other Literary work*. Adjournment.

PARKE COUNTY.—On Nov. 30th and Dec. 1st the teachers of Parke county held a grand review. The programme for both days was well arranged. The papers were carefully prepared and the discussions were spirited. Both the papers and discussions indicated a degree of intelligence and a professional standard not often found. The trustees generously allowed the teachers pay for the day the schools were dismissed, provided they attended both days of the association; hence the attendance was large. L. H. Hadley presided with dignity and ease. The oratorical contest on Friday evening was largely attended and a success. The judges were Prof. E. E. Smith, of Purdue, J. W. Stewart, Supt. of Clay Co., and State Supt. Holcombe. Supt. W. H. Elson is one of the most efficient workers in the state, and old Parke is prospering.

✓ The Northern Indiana Normal School has entered upon its eleventh year. Improvements still continue. During the past year eight large cases of books have been added to the library, which is now one of the best equipped libraries in the state. A new room is being arranged for the museum. The school already possesses a rare collection of specimens of all kinds. The musical department has been reorganized, and made a regular conservatory. Nineteen pianos, and eleven organs are constantly in use. Many new buildings have been erected. The school was never in a more prosperous condition, nor have we ever had greater reason to be encouraged to greater effort in its behalf.

FT. WAYNE COLLEGE.—The trustees and visitors of the Ft. Wayne M. E. College have purchased five acres adjoining the college ground. A dormitory for ladies is to be erected, and it is intended to erect at an early date a building for a chapel and recitation halls. To meet the expenses of these contemplated improvements and to make others, and also to begin an endowment fund, the Northern Indiana Conference was asked to raise \$50,000 during 1884. W. F. Yocum is president.

PERSONAL.

V. Love is principal at Annapolis.

John Heavy reigns wisely at Hillsdale.

A. J. Anderson is *the* man at Rosed

U. J. Biller wields the birch at Sylvania.

Geo. Branson is principal of the Bellmore schools.

A. L. Stevenson is principal of the Lowell schools.

L. H. Hadley is in charge of the Staunton schools.

G. W. Bell is still principal of the Monrovia graded school.

Geo. W. White has charge of the high school at New London.

Mary Hadley is the efficient prin. of the schools at Bloomingdale.

H. C. Fellows is making good schools for the good people of Elwood.

J. C. Comstock has charge of the township graded school at Galveston.

Geo. W. Rice is principal of the Montezuma schools, and is doing a good work.

A. R. Van Skinner leaves Connersville to take charge of the schools at Vernon, Ill.

Homer T. Pickel is superintendent of the Mitchell schools. He has seven assistant teachers.

T. W. Fields, a well known teacher of this state, is now editor of *The Herald*, at Charlestown, Ill.

R. G. Gillum is principal of the Huntington high school, with Miss Lenore Mooney, of Burlington, Ia., as assistant.

J. Warren Anderson, formerly an Indiana teacher, is still in the profession. He is located at Seattle, Washington Territory.

E. B. Milam, who was for several years Supt. of Knox county, and one of the most efficient superintendents in the state, is now proprietor of a farm near Wheatland.

Joseph F. Tuttle, D. D., was elected President of Wabash College in 1862, and is therefore the oldest college president in the state. Dr. Tuttle stands high among the college men of the state, and deservedly so.

W. B. Chrisler, for many years connected with Bedford Male and Female College, for several terms Supt. of Lawrence county, and for a number of years past editor of the *Common School Teacher*, has recently lost his mind and is now in the Insane Asylum. He was extensively and favorably known to teachers, especially in the southern part of the state, and his many friends will regret to hear of this great calamity.

DEATH OF PROF. SAMUEL K. HOSHOUR.

Prof. HOSHOUR died at his residence in Indianapolis, Nov. 29th. The fact was mentioned in the Dec. Journal, but the prominence and worth of the man demand further mention.

He was born in Pennsylvania, Dec. 9, 1803, and was therefore nearly 80 years old. He began teaching when he was 17 years of age, and continued a teacher in some capacity till near his death. He was so far as known the oldest teacher in the state. He came to Indiana in 1835, and located at Centreville. He taught there and at Cambridge for many years. He was President of the N. W. Christian University (now Butler University) for three years, and was Professor thirteen years.

At the death of Mr. Fletcher he was appointed State Superintendent, by his old student, Gov. Morton.

Prof. Hoshour was in the fullest meaning of the term *a christian gentleman*.

Two years ago his many friends celebrated his birthday with a public reception in the Christian church. His remarks on that occasion were most beautiful, (see Jan. Journal for '82). Among other things he said, "My life runs parallel with the 19th century. * * * I never sailed in the swifter currents, but did what I could in its quiet waters—was too timid to venture on its rushing tide." "Is it not pertinent that, in view of my proximity to the world in which there are no shams, I should voice back to my juniors in their teens, to those in their prime, to those in their meridian, that as ripe fruit is sweeter than green, so is old age sweeter than youth, provided the youth was planted in Christ. As harvest-time is brighter than seed-time, so is old age brighter than youth, provided its youth was the receptacle of good seed." He suggested the following inscription

for his tombstone: "Here rests a believer in God, in redemption, in salvation; a friend to humanity, a brother to all believers, and an heir of glorious immortality."

POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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The United States survey of the great lakes discloses the presence of a slight tide, the amount of rise and fall being about two inches.

SOURCES OF PLEASURE.

"The meanest floweret of the vale,
The simplest note that swells the gale,
The common sun, the air, the skies,
To him are opening Paradise."

One of the earliest signs of "growing old" is a lack of interest in the common things of life. "He, who in the love of nature holds communion with her visible works," like him of old rises refreshed by every contact with Mother Earth. People who, by their love of nature carry their visible youth along with them, may not be scientific mineralogists or botanists. In most cases they are not, but it will rarely prove that they are not earnest friends of that which geology and all sciences are the merest husks and coverings of. They are not great generalizers, but they have learned to feel and to see. They walk in a world which they know, and the everlasting hills are their friends. A man may learn a science in his old age, but the love of nature bubbles up in his boyhood and must not be checked, but encouraged. Richter says, "Teach botany, that inexhaustible, tranquil, ever-interesting science, that attaches the mind to nature with bonds of *flowers*."

DEVICES EMPLOYED IN NATURE FOR THE DISTRIBUTION OF SEEDS OF PLANTS.

We condense the following from remarks made at a meeting of the Biological Section of the New York Academy of Sciences, April 28, by the President, Dr. J. S. Newberry:

A large proportion of the seeds of plants, especially those growing in colder regions, must of necessity fail to germinate. Accordingly we find many devices employed by nature to guard against the extinction of species. Thus, many plants yield their seeds in immense quantities, as the tobacco plant for example, which produces at least 350,000 seeds in a single capsule. Other plants employ various methods to distribute their seeds over a wide extent of country.

The most familiar of these methods is that of distribution of seeds

by the wind. The seeds of the dandelion, the thistle, the fire weed, and many other members of the great composite family are surmounted by a pappus or tuft of fine hairs, which by their lightness convey the seeds to a great distance through the air, a few of them at least alighting on a congenial soil. Nor is this device confined to composite plants; we see other familiar examples of it in the cotton plant, the virgin's bower and the milk weeds.

Some plants, such as the balloon vine, the ground cherry and the bladder nut, have large inflated seed vessels which are carried along through the air or rolled over the ground to a distance from the parent plant.

The seeds of many trees are furnished with "wings," which enable them as they fall to flutter through the air like bits of paper. We see examples of this in the maple, the ash, the elm, and in some of our evergreen cone-bearing trees.

Many of the most pernicious weeds bear seeds that are armed with "hooks," by which they attach themselves to the fleece and hair of quadrupeds as well as to clothing of human beings. By such means, burdocks, clot weeds, beggar-ticks and tick trefoils (*Desmodium*) distribute their detested species over our fields and along our highways.

Children often amuse themselves by pressing gently the seed vessels of the balsam or garden lady's slipper to make it pop and scatter its seeds. This singular property of seed expulsion by "explosion" is exemplified also in the gentian, the common lupine and other plants. The squirting cucumber when fully ripe ejects its juice and seeds with considerable force through an opening at its base. Some of the cryptogams also are exemplifications of similar methods of distributing their seeds, among which we may mention the liverworts, and the "horse tails" (*Equiseta*). Dr. Newberry related a very remarkable instance that had lately come under his observation. A student had brought him from Cuba a specimen of the "sand box" (*Hura crepitans*), a hard and woody fruit somewhat like a muskmelon, but very deeply ribbed, and about three inches in diameter. He laid it on his table near him, and while reading was suddenly startled by an explosion as loud as the report of a rifle, fragments at the same time flying through the air to every part of the room. On examining these he found them to be the seeds and broken pieces of the sand box fruit. On further inspection he found that the force was exerted by the two strong woody springs, between which the seed is enclosed.

The seeds of some delicious fruits are hard and indigestible, and, after passing unchanged through the alimentary canal of an animal, are planted in circumstances very favorable to their growth. Many an apple tree has sprung from seed that has passed through the di-

gestive apparatus of a cow. Birds often deposit hard seeds at a great distance from the spot where they were produced.

The ocean currents, especially in tropical regions, convey many seeds far from their native abode. In this way alone can we account for the cocoanut palms and other tropical fruit trees that are seen growing on coral islands of recent formation. Our own buttonwood tree or sycamore, which flourishes most luxuriantly along our Western rivers, drops its seeds into their waters at the season of freshets, and thus the seeds are carried far down and deposited along the banks.

The *Martynia proboscidea*, or "devil's horns" of our Western States, bears a pod which when ripe separates into two hard curved horns terminated in sharp hooks. When a mule steps on a pod—these hooks clasp firmly around his fetlock, and are thus carried to a greater or less distance.

THE CHILDREN.

BY BLUEBELL.

Brown eyes and black ones, and gray ones and blue;
Brown hair and black hair, and auburn and gold—
ching them daily their lessons pursue,
Earnestly hope we the future will hold
Richest of harvests when reaping-time comes,
Carefully garnered by these little ones.

O, may we faithfully, patiently sow
Now, in the beautiful spring-time of life,
Seeds that forever and ever will grow
In truth and purity, gaining the strife,
O'er all that would darken or cruelly blight
That which is grandest and noblest and right.

Itting for usefulness, happiness, home,
Thoughtfully would we disperse the true seeds
Of all things—worthy and best to be sown—
Filling the minds and the soul's greatest needs,
Now to awaken and bring life and growth
To the fullest, highest powers of both.

Anxiously striving for every one,
To help them onward and upward each day,
We think when the journey of life is done,
If one can heartily, truthfully say,
"She scattered the seeds which bore me success,"
It would shed o'er my heart true happiness. [Inter Ocean.

BOOK TABLE.

A Dictionary of Quotations from English and American Poets. New York: Thomas Y. Crowell & Co.

This work is the latest edition of Bohn's "Dictionary of Poetical Quotations." It largely embraces American authors, thus recommending itself to American students. Its value in a library can hardly be overestimated, while its intrinsic worth can be calculated when one thinks that in such a book only the best of each author is preserved. The book furnishes the date of the birth and death of each author whose lines appear as standard quotations. The quotations are consecutively numbered, and a concordance index added, giving the prominent words in each extract twice or more, so that each passage can be readily referred to.

Life and Character of Francis Bacon, with Selections from his Writings. By B. G. Lovejoy, A. M., LL. B. Boston: Estes & Lauriat.

The writer of this history claims to be impartial. He has judged Bacon by his own published rules of morality and subjected his conduct to his own test of morality. Whether fairly or not the reader must judge. The book is designed as an aid in Literature in high school and college classes, and is in every respect worthy of commendation and patronage. It is much more brief than most of the biographies of Bacon, and contains many choice selections from his writings, which must create in the student a desire to know more. The book is neatly and tastefully printed and bound, and will well satisfy any one who is searching for a brief biography of Bacon.

The Teacher, published by Eldridge & Bro., Philadelphia, is one of the best educational papers in the United States. Both the original and selected matter indicates that a clear thinker and a practical educator is at the helm. The only criticism that can be offered is that it is in newspaper form, and therefore cannot be easily preserved for future reference.

The Week's Current is the name of a new paper edited and published by E. O. Vaile, of Chicago. Mr. Vaile is the editor of *The Schoolmaster*, an educational monthly favorably known to many teachers. His new paper is what its name indicates, and it has a place.

Latine is the name of a monthly published by D. Appleton & Co., in the Latin language. Want of space forbids a recital of all its meritorious features. A Latin serial unning through the numbers, and the November issue contains two interesting articles on the sacrifice of Iphigenia.

The next issue of *The Popular Science Monthly* will contain an elaborate article on "The Classics in Germany," giving a crushing answer to President Porter and others who have appealed to the celebrated "Berlin Report" against Charles Francis Adams on the Greek question. The article is by Professor E. J. James, of the University of Pennsylvania, who has recently returned from Germany, where he carefully investigated the whole subject.

Methods of Teaching. By John Swett, principal of the San Francisco Girls' High School and Normal Class. New York: Harper & Bros. Western Agent, W. J. Button, Chicago.

This book is intended to help all teachers who think they yet have something to learn. Those who know it all, of course, need no hints. The writer has had a school experience of over thirty years in varied positions. He has experienced the needs of the teacher who instructs an ungraded school, and he also knows the wants of the normal class. His practical directions, which meet the needs of so many different classes, are drawn largely from his own experience, and are not mere theories. A large part of the book is devoted to working models for lessons in all the common school branches. These model lessons are made up of exercises that were prepared for use and were actually used for several years. The book cannot fail to be of great service to every teacher.

Popular Science Reader. By James Monteith. New York: A. S. Barnes & Co. Gen. H. P. Hurst is agent for Indiana, with address 34 Madison street, Chicago.

This is something new in the line of readers. Its object is to impart useful knowledge on scientific subjects at the same time that the voice and expression are being cultivated. It discards stories that are overdrawn and exciting, and puts in their places, stories that illustrate industry, perseverance, bravery, etc., and that tend to elevate the thoughts and aspirations of young readers. It is handsomely illustrated and also contains a number of drawings for the blackboard, drawings chiefly of fish and animals. Valuable footnotes, containing short sketches of different authors, are found on many of the pages, and the book closes with a list of words that are usually mispronounced. Enough has been said to indicate the general character and value of the book.

An Introduction to English Literature. By Jas. Baldwin, superintendent of Rushville schools. Philadelphia: Jno. E. Potter & Co.

This book is devoted to the study of English *prose* literature, and is companion to a similar volume issued some months ago devoted to the study of *poetical* English literature. It covers the entire field from the beginning of English prose to that written in our day by

israeli and Matthew Arnold. This book does not deal with literature chronologically, but by topics. Chapter IV, devoted to biography, considers all the great biographies that have been written from Plutarchs' Lives to Confessions of an Opium Eater, by DeQuincy. Chapter X. considers all the great English Essayists from the earliest time to Ralph Waldo Emerson. A valuable feature is that at the close of each subject a list of books is appended through the study of which the student may continue his researches and make a more thorough investigation in the field of literature. It certainly a most valuable book for any one.

Handbook of English Authors. By Oscar Fay Adams. Boston: Houghton, Mifflin & Co.

This is a small but useful book. Most works of a similar character are clumsy and unwieldy and because so difficult to handle, less frequently used. The size of this book recommends it for every-day and constant use. It contains the names of those English writers who have achieved a lasting reputation, arranged in alphabetical order. Appended to these separate names is the date of the birth and death of each, with a few leading works, also the name of the publisher who has issued any work concerning him. It would be a most useful reference book.

Literature for Beginners. By Harriet B. Swineford, Teacher of Literature in the State Normal School, Lock Haven, Pa. Lock Haven: E. L. Raub & Co.

The design of this book is to present the subject in such a way that beginners will be interested in it and pursue it through love of it. Only a limited number of authors has been selected, the writer believing that a student should first become thoroughly acquainted with those writers who have *made* the best literature. A biography of each author considered is given, with a few *worthy* extracts from his writings. These selections have certainly received much time and attention. At the close of the book is given a table of pseudonyms under which some of our noted authors have written. The book is well calculated to further its designs, as stated at the commencement of this notice.

Merchant of Venice. Hudson & Lamb. Boston: Ginn & Heath.

Classics for Children is a new series taken from standard authors for the use of children in grammar grades. There are now ready Robinson Crusoe, edited by W. H. Lambert, and designed for supplementary reading in schools and *Merchant of Venice*, the subject of this notice. This does not contain the entire text of the play, but nothing has been omitted that would impair its value with children. In addition to the text of the play there is given a life of the poet and the story of the play as told by Charles and Mary Lamb. Foot-notes

explain obsolete words and those used uncommonly as well as mythological and historical allusions. It is a good book, we think, for children larger than those who are identified with grammar grades.

Elements of Chemistry. By Edwin J. Houston, A. M. Philadelphia: Eldredge & Bro.

The writer of this book is professor of physical geography and natural philosophy, in the central high school of Philadelphia, and author of two kindred works, one entitled "Elements of Physical Geography," the other "Elements of Natural Philosophy." The book is an attempt to present the latest development of chemical science. The author has studied to make a practical work, introducing only those facts in chemistry which are of practical importance, or of such heoretical value as to be necessary in the development of chemical theory. Full explanations are given as to the best methods of conducting experiments and where necessary, cautions are enforced so as to avoid accidents to beginners. A valuable feature of the book, and one that will commend itself to teachers, is the frequent and periodical introduction of Review Questions, and at the close, a large number of Examination Questions, that can be used for examination or not, at the judgment of the instructor.

Studies in English Literature. By William Swinton, New York: Harper & Bros.

The author too truly states in his preface that "the study of English literature is, for the most part, confined to a cram on the personal biography of authors; at the best, it is a reading *about* literature rather than a reading *in* literature." Wishing to avoid what he considers a wrong conception of the study of English authors Mr. Swinton has made selections from the *best* writers. The writers thus selected are characterized by critics of standing, and this characterization precedes the selection. The first name found is that of Shakespeare with a characterization by Dr. Johnson. Then follows two selections, the funeral of Cæsar and the trial scene from the Merchant of Venice. The selections are to be studied, and to aid the student, foot-notes are to be found which the author designates as "Literary Analysis." This analysis calls attention to the meaning of words, the construction of sentences, figures of rhetoric, etc. Selections from forty writers, each representing a certain epoch in literature, are given, closing with Huxley. For the actual study of a writer's productions, the plan of the book seems admirably fitted. These selections faithfully studied must give a foundation for a noble superstructure, while we hardly see how the intelligent student could in the study, fail to develop power and appreciation sufficient to build it.

The Century Magazine, just commencing its fourteenth year, has with age lost none of its vigor. In the Jan. number the French Academy is described in a paper entitled, "The Forty Immortals." This includes portraits of many leading members of the Academy. Those who read and enjoyed Rudder Grange, will appreciate the story called "His Wife's Deceased Sister," by the same author. Garfield in England contains extracts from Gen. Garfield's journal of a four month's trip to Europe, made in 1867. "The Bread Winners," a very remarkable story, is concluded in this January number. The attractions for the coming year are many, for the publishers spare neither pains nor money in their efforts. All tastes are gratified in this magazine so varied are its pages and contents. Published by the Century Co., New York.

St. Nicholas, also published by the Century Co., is the leading magazine in the world for boys and girls. It commands for its services the best writers and the best artists and engravers, and the result of their united efforts is the best magazine for boys and girls. It has been truly said that the reading of *St. Nicholas* is "a liberal education" for the boys and girls who are fortunate enough to have it and read it. Mary Mapes Dodge is editor.

Butler's Readers. Philadelphia: E. H. Butler & Co.

This series of readers consists of five books, admirably graded in selections, and in vocabulary. The first book can be used with any method, phonic, word-method, or even the old-fashioned a, b, c method. Especial attention has been paid to diacritical marks, and the *new* words which occur at the end of each lesson are all properly marked. The selections in the advanced books are excellent, well chosen to cultivate a healthful literary taste. In their mechanical execution these books are almost perfect. Bound firmly in cloth, they are printed on smooth, firm paper, and beautifully illustrated. The Fifth Reader contains a very excellent picture of Longfellow as frontispiece, and several other full-paged pictures. It would be a study to ascertain how these books might be improved.

Notes of Talks on Teaching. By Francis W. Parker; reported by Lila E. Patridge. New York: E. L. Kellogg & Co.

This little volume, comprised in 182 pages, is the report of twenty-five talks given at the Summer Normal at Martha's Vineyard in 1882. Col. Parker is noted for his work at Quincy and as being the expounder of the so-called "new education." He is noted as an "iconoclast" in educational matters; as an "enthusiast;" as a "radical;" as "whole-soul condemner of the existing form of methods;" for being in favor of filling a teacher *full* of the subject and then letting "nature caper;" for being a "two hundred-pound electrical machine;" for being "the embodiment of energy and enthusiasm," etc.,

etc., etc. On the other hand he is not noted for his logic, or his system, or his ability to follow underlying principles to their logical conclusions, or his mastery of pedagogics as a science. While there is not much that is new in the above named book, there is much that is good put in a new way. While it cannot be blindly followed, it will be suggestive and helpful to any one who will read it. Its methods are largely, if not exclusively, primary. Some of the talks on reading are exceptionally good. This book indicates more "method" than does anything else the writer has ever seen or heard from the author.

Alcohol, its Effects on Body and Mind. By Eli F. Brown. Indianapolis: J. E. Sherrill.

The above heading indicates the character of the little book of 125 pages now before us. Mr. Brown's large experience as a successful teacher has enabled him to treat this difficult subject in a most effective manner. While there exists such a decided difference in opinion as to the best method of controlling the traffic in alcoholic drinks, it is perhaps unwise for a teacher to discuss before his school "local option," "license," or "prohibitory" laws, but all will concede his right to teach the children the effects of alcohol upon the body and brain. This can be done under the head of physiology, and no one will think of objecting to it. Temperance should be taught in every school, and this little book indicates the most effective manner. The book also treats of the effects of tea, coffee, tobacco, and opium upon the system. It can be had by enclosing 40 cents to the author at Indianapolis.

The North Carolina Teacher, in its new dress, is one of the most attractive school journals in the land, and the contents correspond with the "make-up."

SOLUTION OF PROBLEM.—The following question was asked me at the Kosciusko County Institute: In a cubical room, a line drawn from the corner of the ceiling to the center of the floor is 20 feet long; what is the size of the room?

I am asked to solve it by arithmetic. I suppose by that is meant, so that a person unacquainted with algebra and geometry may understand it. This I will attempt to do. Strictly speaking, however, as it involves principles outside of arithmetic it is not an arithmetical problem.

(1). A right-angled triangle is formed by the given line, as hypotenuse, a line across the floor to the center of the room as base, and the line forming the corner of the room, which equals the length of the room as perpendicular.

(2). The square of a diagonal across the floor equals 2 (length of room)².

(3). The square of half such diagonal, i. e., the line to the center of the room, equals $\frac{1}{2}$ of 2 (side of room) $^2 = \frac{1}{2}$ (length of room) 2 .

(4). Therefore we have in the triangle:

$$(\text{Hypotenuse})^2 = 400$$

$$(\text{Base})^2 = \frac{1}{2} (\text{length of room})^2.$$

$$(\text{Perpendicular})^2 = (\text{length of room})^2.$$

$$\frac{1}{2} (\text{side of room})^2 + (\text{length of room})^2 = 400.$$

$$\frac{1}{2} (\text{length of room})^2 = 400.$$

$$\frac{1}{2} \quad \quad \quad = 133.33 +$$

$$(\text{length of room})^2 = 266.66 +$$

$$\text{length of room} = \sqrt{266.66 +} = 16.3.$$

NOTE.—2 (length of room) 2 read twice the square of the length of the room, etc.

G. L. HARDING.

BUSINESS NOTICES.

BIRTH-DAYS OF AUTHORS.—The *School News* for Dec. contains: (1) A full list of all American Authors of recognized literary merit. (2) It gives the dates of birth of these authors, together with the titles of their most valuable or characteristic works, etc. (3) It contains a historical syllabus or *Outline of American Literature*, prepared especially for the systematic study of American Authors by students of our public schools. (4) It presents in topical form a study sketch of the life and writings of JOHN G. WHITTIER, suggesting a good method of school study of American Authors. (5) It is illustrated by the portraits of Emerson and Curtis. This special number of the *School News* is of special value to all schools celebrating the "Birth-Days" of Authors, and will be sent to schools at the following rates: Single copy, 5 cts.; 25 copies, \$1.00; 30 copies, \$1.75; 100 copies, \$3.00. Address THE SCHOOL NEWS, Indianapolis, Indiana. I-11

SPECIAL TO TEACHERS, attending the State Association: You are invited to call and examine something entirely new and novel—something in which you are directly interested. We can give you an agency for its sale, which will not interfere with other duties and will make you big money. Call, or write W. H. SAGE & Co., Stationers, No. 33 North Illinois St., Indianapolis.

READ THIS.—How to keep the children employed while at their seats is the great school problem for primary teachers. Read Mr. Jones's article on the subject, and then send to D. Eckley Hunter for his boxes of letters already prepared, and not to the Sentinel Co. Hunter's letters, with full instructions for using them, are what is needed. See advertisement.

Teachers, for *Situations* or *Higher Salary*, address, with stamp for application blank and a copy of our "School Journal," NATIONAL SCHOOL SUPPLY BUREAU, 87 Fifth ave., Chicago, Ill. 12-41

PAY UP!—This is not a *dun*, only a "reminder." With but few exceptions those persons whose names are on our "unpaid" list are *expected* to pay up by the Holidays. That was the understanding. Do not forget it.

 **OLNEY'S NEW GEOMETRY.** Just published.

CYRUS SMITH, Agent, Indianapolis.

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh, Asthma, and all Throat and Lung Affections; also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. Noves, 149 Powers' Block, Rochester, N. Y. 10-34

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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

FEBRUARY, 1884.

No. 2.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

·II.

CALEB MILLS.

✓ **A**MONG the hills of New Hampshire and on the shore of the upper Connecticut, in the quaint village of Hanover stands Dartmouth College, venerable in its educational prestige and in its history of more than a century. Little dreamed the generous British noble whose name it bears when, in 1769, he endowed his "school for the education of Indian youth" that this institution would exercise an influence national in extent in the world of letters. Dartmouth has been prolific of educational workers in every field from ocean to ocean. The cause of education in Indiana owes much to New England and her colleges. Bowdoin, Dartmouth, Brown and Harvard have given us Superintendents of Public Instruction. It was at the New Hampshire college of Revolutionary memories, the *alma mater* of Webster and Choate and Chase, that Prof. Caleb Mills received his scholastic preparation for his life work.

CALEB MILLS was born in Dunbarton, N. H., July 29, 1806. In his boyhood he was a pupil of the public schools of the village in which he lived. At the age of eighteen he was prepared to enter college. He was graduated with the class of '28. Afterward he entered upon a course of theology at Andover. He was

absent from the theological seminary two years—in '30 and '31—during which time he was employed as a Sunday-school missionary agent, and made extensive journeys through the Ohio valley, visiting in his travels the Wabash region, then known as the "Far West." Returning, he finished his work at Andover in '33.

All his energies had been enlisted in his religious work; but contact with the people of the West impressed him with the necessity for a system of general instruction—of free schools. His mind was filled with a vast scheme for free and public education of the masses of the people in the West. To his confidants such a scheme must have appeared visionary and impracticable in the extreme; but to his clear, analytical mind and resolute heart it was thoroughly feasible and really necessary—a something which must be accomplished. Where was the money to come from for so vast an educational enterprise? The young States of the West must furnish it. Where were the legion of teachers to be obtained? Schools for higher education and for the preparation of teachers must be established in those States. But how were the people, indifferent to educational interests, to be aroused to the necessity of making the exertions for carrying out such a purpose? This must be the life-work of thoroughly devoted, self-sacrificing, men. Before leaving Andover College, Mr. Mills received several offers of positions in Indiana and Ohio, and accepted the principalship of a new institution at Crawfordsville, Ind.—the preparatory department of Wabash College, soon to be organized. He received this appointment through his classmate, Edmond O. Hovey, one of the founders and subsequently one of the professors of that institution.

Before entering upon his work, he was united in marriage to Miss Sarah Marshall. About the first of October, '33, the young teacher and his bride started for their new home in the wilderness. Traveling by canal, by steamboat and by stage, they found the journey slow and toilsome. They arrived at Crawfordsville on the eighth of November. Four of their young friends accompanied them, desiring also to enter upon the work of teaching.

Prof. Mills organized his first classes on the 3d of December,

and commenced the work which he there continued for forty-six years. At that time only about one-eighth of the children of Indiana between the ages of five and fifteen years were able to read. Free schools and competent instructors were rare. Indiana then held the lowest rank in the educational scale of all the free States.

One of the strongest claims of Prof. Mills upon the grateful remembrance of posterity is the authorship of a series of *quasi* state papers, which are worthy to be preserved in our libraries as a companion volume to the Spectator and the Federalist.

From the first he exercised a potent local influence, which gradually widened as his character and work became better known. But the facilities for reaching the masses were then incomparable to those of the present day. Newspapers were few and of small circulation. Travel was slow and fatiguing. The tardy steps made in the educational progress of Indiana would have disheartened a soul less strong. Little could be done in the State at large until the State government should arrange for the establishment and support of the common schools in a hearty, energetic and liberal manner.

During the administration of Governor Noble, canals and railways monopolized public attention, and the State undertook an imperial scheme of public works. In that mad day of stocks and contracts it was idle to talk of appropriations for schools. In the term of Governor Wallace came the inevitable crash. The State credit was ruined; the people were distressed. Surely no thought could be given now to the needs of education. But amid the disheartening circumstances of the time a tidal wave of hope and cheer rolled over the country in '40. Amid the wildest enthusiasm, General Harrison was elected to the presidency, and for the first time Indiana was controlled by the Whigs. It was less a triumph of political principles than of rural enthusiasm, of the cabin over the mansion, of the poor over the wealthy. Extravagant dreams of public and individual prosperity were indulged in. But the hopes of speedy relief and enduring wealth, built upon the circulation of the United States Bank, were buried in the tomb with the hero of Tippecanoe. The term of Governor

Bigger wore away amid fruitless schemes for compromising the financial difficulties of the State. Then the scholarly Whitcomb, the collector of a noted library and himself a former teacher, was elevated to the Governor's chair. The State debt was adjusted. Now, indeed, after years of waiting, the time had come for a vigorous prosecution of the constitutional design with reference to the free schools. To the mortification and disappointment of the friends of education, the Governor's message dismissed the subject with the merest mention, as had been done annually for a dozen years. And now Prof. Mills, in whose mind the great scheme of popular education had never been abandoned, conceived and executed an admirable *coup d'etat*.

On December 7th, '46, as the members of the Legislature were awaiting the message of the Governor, there were laid upon their desks neatly printed copies of a "Message" from "One of the People." In the dignified and courteous manner of a Governor addressing the General Assembly, the writer counseled the legislators on this subject of paramount importance. In startling and unquestionable figures he laid bare the illiteracy of the people, and earnestly pointed out its danger to the State. He had seized his opportunity. At a single well-timed stroke he thus placed himself at the head of the school interests of Indiana. His identity was long a problem, but as a public character he achieved an immediate and lasting popularity. Gov. Whitcomb acted upon the suggestions of the message, and in his own official communication voiced the same sentiments. The suggestions were not at once followed; but the attention of all had been arrested, and ultimate success was assured.

At the next annual meeting of the Legislature, in '47, a second message from the same writer, who was still known only by the soubriquet of "One of the People," received general attention, and led to a popular vote on the question of supporting the common schools. In this election the advocates of the schools achieved a complete victory. A third message, in '48, commented upon the results of this election and the duties consequent upon it. A fourth message appeared in '49. A fifth was addressed to the Constitutional Convention in '50. The last

message—the sixth—appeared in '51. It was of the greatest value in its suggestions to the Assembly, upon whom devolved the labor of formulating a new school law. The establishment of the State Superintendency, a measure which narrowly escaped defeat in the committee, was due to the suggestion and arguments of this final message. In a literary point of view, and aside from their character of usefulness, these messages are possessed of high merit. They are very readable. Of the first of these President Tuttle says: "It is a noble message, packed with startling facts, spiced with humor, and everywhere grand with common sense. And that message was the starting rill that has since swelled into the river." The last message became a veritable state paper, the Senate ordering fifty thousand copies printed for distribution.

In '55 Prof. Mills, now known throughout Indiana as the author of the messages, was made the candidate of the Whig party for the State Superintendency, and was elected. Supt. Mills served from November 8, '54, to February 10, '57. His administration of the department was characterized by the highest ability. He made three large, comprehensive reports, two of which were biennial reports to the Legislature. He called attention to the necessity of providing means for the preparation of teachers for their work by a system of normal training. He published an edition of the school law, with valuable annotations. The State Teachers' Association, which had been organized near the close of Supt. Larrabee's term, was permanently established and became an important institution. The *Indiana School Journal* was founded, and to the present day has been an advocate of the best interest of the schools, and an exponent of the best methods of instruction. Graded schools were established in many of the cities, under the school law of '55, which had replaced the law of '52, declared unconstitutional in December, '54. This new law shared the fate of the old by a decision rendered in January, '57, near the close of Supt. Mills's official term, and the city schools were temporarily overthrown.

As I stated in my sketch of Supt. Larrabee, the unconstitutionality of the law consisted in this;—while the constitution re-

quires that the laws providing for the support of common schools shall not be local or special, the graded schools were supported mainly by local taxation. Local tuition taxes are by the present law levied and collected in Indiana; but the present system is far more in accordance with the spirit of the constitution than was that of '55. By the law of that date the privilege of raising tuition revenue by a local tax was conferred only on cities and incorporated towns. Now this privilege belongs to all the school corporations in the State; and thus the privilege is general, though the amount levied is not uniform. Moreover, by the present law Indiana does not, as formerly, shift upon the corporations the duty which belongs to her as a State, but adds to the princely revenue derived from her magnificent school fund a liberal State tax for educational purposes.

Supt. Mills was not a candidate for re-election, but returned to his chair at Wabash. He died October 17, 1879, full of years and of honors, deeply lamented.

MANUAL TRAINING IN THE PUBLIC SCHOOLS.

✓ ADDRESS OF CHARLES O. THOMPSON, PRESIDENT OF THE ROSE POLYTECHNIC INSTITUTE AT TERRE HAUTE.

Whether it is expedient or not to teach handicraft in the public schools is a simple, practical question. It does not involve any discussion of work-shops in endowed institutions, for what is proper and necessary in such places, where the expense is met by the income of funds given for a specific purpose, is quite another thing in a public school where the expense is not necessary and is met by taxation. And our theme can be discussed without any reference to drawing or to sewing, for the need of these is universal, the need of a knowledge of tools is not. Some dexterity in the use of tools is handy, but not necessarily so essential to every person that without it he is likely to be unfitted to discharge in a proper manner the duties of life. What I have to say refers solely to teaching handicraft in the *common schools*.

Ever since the close of the war the public mind has been

more and more disturbed with suspicions and inquiries and surmises in regard to the public schools, and at last a vague, but more or less justifiable notion that their work is not practical enough has taken shape in a demand that manual training be included among the subjects to be taught.

Who makes this demand? Not any body of teachers or of superintendents; not pupils; not Trades Unions; not Societies organized for economic or social reform; not newspapers, except in occasional paragraphs as a matter that is talked about; not any body of voters; not any Legislature; yet the project is discussed a good deal, and being now in the gristle can be profitably shaped by thorough treatment.

Whatever definite plans have been proposed can be easily reduced to two, viz.: One to make workshop practice a part of general, compulsory education; and the other to erect optional high schools, in which study and shop-work shall each occupy one-half the student's time, where boys who like the manual arts can be properly trained.

Before discussing these plans, I will venture to call to your attention a chapter in the history of Athens, which seems to me to suggest in a most instructive manner the important truth which lies at the heart of this subject.

Under the ancient division of the people there were four tribes, cultivators, warriors, goat-herds, and artisans. Of these, the artisans were lowest in social standing, wealth and influence. The reforms of Clisthenes, which about 510 B. C. gave birth to the Athenian Democracy, failed to change the popular estimate of handicraft. The education of the Athenians, wonderful as it was in its results, did not reach down to the workingmen. There was Socrates to teach Alcibiades, but no one to teach those Greeks whose names have not reached us. The demiurgi or artisans held the lowest place in Athens, not because they were poor workmen—the Parthenon forbids—but because they were ignorant; and it has resulted from this unequal diffusion of intelligence that while Greek art reached an unattainable perfection, her arts are forgotten. The work of the artisans of Greece show that the utmost skill in handicraft is compatible with the *densest* ignorance,

and offers in itself no security to private character or to public virtue.

The truth which is contained in this passage may well run as a sub-base tone through the whole of this discussion.

We are first to consider the proposition to incorporate workshop instruction with the lower grades of the public school, so as to add new force to the education of the masses.

The end in view is to keep boys in school longer by offering them additional aid toward securing a subsequent livelihood and to check an alleged tendency among boys to shun plain life. Some even go so far as to regard the fingers as a new avenue to the brain, and think that

GREAT PEDAGOGIC ADVANTAGES

will be given by the new method, so that boys may make equal attainments in arithmetic, reading, and grammar in less time. The latter claim I do not think I fully understand; if I do, it is analogous to that of one of my shipmates on a steamer, who, having heard that in consequence of a failure in one engine, the propeller which had been making forty revolutions, could now make but thirty, argued with much warmth that so much additional force could be received and imparted by the thirty revolutions as to produce a speed equal to that of the previous forty. Undoubtedly some boys will take an interest in tools who do not like their books, and others are benefited by the exercise, so that the shop-work acts like the phosphorus on a match; but few good teachers will demand such an indirect and costly auxiliary in order to stimulate a few dull boys. They will still find the eye and ear nearer to the brain than the hand.

But the suggestion of correcting the aversion of pupils to plain living is very important, and deserves serious attention. There is some truth in the complaint that boys and girls are educated away from the life they must lead; that they know too much of books and too little of things; that they seek the softer labors of life, and are especially averse to manual labor; that, in short, they shun shops and farms, and seek banks, stores and offices.

A recent writer in the *Atlantic Monthly* applies to our times Lord Bacon's complaint against the English schools of the sev-

enteenth century, that they "fill the realm full of indigent, idle and wanton people." It is claimed that if work-shops were coupled somewhere with existing schools this evil tendency would be arrested; that industry would take the place of idleness; that scholars would not leave school so early; or, otherwise, that boys would become happy mechanics instead of grumbling and often dishonest clerks, and that girls would foreswear the frivolities of fashion and cultivate the sober virtues of their grandmothers.

It can not be assumed that the people have not a right to set up work-shops in their schools if they wish. The people of any State have a right to say what shall be taught in their schools, but no point settled by vote is settled unless the decision be both just and expedient. The schools have suffered much harm by ill-considered changes which have proved to be unwise. The people of this State, at least, will not hesitate to adopt any measure which can be shown to be necessary in order to give their public schools the highest efficiency. The question is not whether the people can be induced to order handicraft taught to their children, but whether they ought to order it; and this question is fit to appear among the topics at a meeting of educators.

Inquiring into the expediency of the measure, a teacher must say that it seems strange to those who have had any experience in teaching handicraft that an institution, which is really so inefficient as the public school is said to be, should be expected to undertake it. If it substantially fails in teaching what it now undertakes, what right have we to expect better things when a machine-shop is laid upon its over-burdened back? Complaints against ineffective methods are not met by increasing the amount of work to be done by those methods.

You say the school educates the boys away from the life they must lead. Who knows what life they must lead? Are you trying to lay down Madison's ever vanishing line between rich and poor? Are you supposing that even a denial of the common right of a boy to common knowledge will keep him from aspiring?

Again, while the substance of knowledge and the methods of impairing it must ever remain the proper subject of the

ART OF EDUCATION,

it is idle to arrogate or assign to the school the control of, or the responsibility for the product of our complex social training. It is almost cowardly to lay to the charge of the school the unwise discontent with plain living, the haste to be rich, the foolish rivalries, and the general desire to be famous, which are as old as civilization and apparently inseparable from it. These evils may be enhanced just now by the great material prosperity of the country, by the unchecked circulation of corrupt books and papers, by the general laxity in home-training, and by a certain weakening of the power of great examples over life and character. Be that as it may, most of the complaints that are so loudly made against the schools should be laid at other doors. It ought to be clear to the most superficial observer that the influence of the school checks rather than helps the speed of these evils. The only excellent way of obedience, industry, and method is shown there by precept and example; the value of principles over rules can be learned there, and, generally, right and justice are daily made to prevail. For the only hope of success in this world lies in obedience to law; the only preventive of idleness is a habit of industry founded on an obedient spirit.

Skill in handicraft is no security against thriftlessness and vice, unless it rests upon character. The worst evil in shops is the danger that the most valuable workmen upon whom, at critical moments, everything depends, are liable at those moments to be overcome by appetite and so to fail.

It is certain that no one has yet shown just how or when or to what extent the addition of handicraft to the cause of the public school can make it more effective in resisting and curing the evils of the times. Manual training has no elixir for turning a lazy boy into an industrious one, or a stupid boy into a bright one. The whole force of the reasons urged for this change is derived from the alleged failure of the public school.

But the schools have not failed. Concede to the critic all the boys who seek counters instead of benches; all the girls that cultivate the graces of the parlor instead of the kitchen, a concession no one can possibly make, and the balance is still heavily

in favor of the school. To what other cause will anyone assign the intelligence of this people which is the chief bulwark of their liberties? For what other good do the people spend such sums so freely and ungrudgingly? Of what other adjunct of liberty are they so jealous whenever it is threatened by cupidity or priestcraft? If the simple history of the public schools be a story of failure, may God fill the world with such failures!

But suppose handicraft is to be taught, in order to produce the desired and promised effect upon the masses, it must be made compulsory, and room must be made for it as a fixed place in every school system. It is not easy to find that place, for the fact is that the time now given to the training of the average boy is barely adequate to the necessity of teaching him those branches which, as all agree, he must learn. Four years ago, I made a careful study of the

SCHOOL STATISTICS OF MASSACHUSETTS,

and ascertained that less than 90 per cent. of the registered pupils are found in school at all, more than 50 per cent. are in the three lowest grades, and less than 4 per cent. reach the high school; deducting from the school attendance the loss of time due to sickness, truancy and accident, we find that the average pupil of our public schools receive, at the public charge, 166 weeks of instruction, or a little more than four school years.

Superintendent Hinsdale states that in Cleveland 68.8 per cent. of the total enrollment are in primary grades, 26.2 per cent. in grammar grades, and 4.5 per cent. in the high schools; or in another way, of 108 children who enter the primary grades, 1 graduates from the high school; of 60 who finish the primary studies, 20 complete the grammar studies; of these 20, 4 take the second year in the high school and 1 graduates.

I have not been able, after much effort, to obtain precise information upon these points from the statistics of Indiana, but the opinion of many well-informed persons is that the showing would not be very much better.

Compulsory manual training, then, must be imposed upon children under fourteen, whose school life can not much exceed four years. Before doing this, it would be well to inquire why

so large a majority of the children disappear from school so soon. It is not of choice, for most of them would prefer school to what awaits them. It is not the fault of the Commonwealth, for she is, like Providence, kind to even the thankless and undeserving, and maintains truant officers to compel from highways and hedges those for whom her feast of knowledge is spread. It is not because of the unwillingness of parents, for the act that takes the child from school often breaks their hearts. It is not because the course of study is ill-adapted to the end which the school seeks; that is the result of a broad and deep induction, and, except that it covers too many topics, the course of study is practically unimpeachable. The reason lies deeper than all these. It is the hard necessity of bread and clothing. The statistics of the *Bureau of Labor show the stern-visaged truth that in towns the average wage-earner, who is classed either as an operative or unskilled laborer, can not earn enough to feed and clothe and house more than four persons. As the average family in such cases consists of from five to seven, some other means of feeding and clothing the surplus above four must be devised.

That explains the statistics of school attendance, especially when they are explained in connection with the havoc that disease and death makes in homes where every law of health is ignorantly set at defiance. Now what is it best and justest and kindest to give the children of such homes, for they are the masses in our schools? A little manual training which can not help them in any large way, so little it must be, or as much knowledge of books as possible, which will draw them to libraries instead of to grog-shops in their evening lonesomeness; as much knowledge of natural history and drawing as possible, which will enable them to find companionship in nature, and look without a stupid stare into her "unwithered," kindly face; as much knowledge of the great examples of history as possible, to persuade them always to look up; as much knowledge of themselves as possible, that they may be able to bear adversity with courage and prosperity without exultation.

* Reports of Hon. Carroll D. Wright, Bureau of Labor Statistics, Mass.

Considering how short school is and how long life is, is it better to emphasize the mechanic or the man in the child? It is pretty certain that the attempt to do the one will fail, to do the other may succeed. For there is another matter to be thought of in the lives of the artisans of this country, and that is that handicraft occupies an ever-narrowing-machinery, an ever-widening domain. With the practical extinction of the independent manual arts, especially those that were essential to the comforts of daily life,

THE JUST PRIDE OF THE ARTISAN

in the work of his own hand, a most important social force has vanished; in its place we have chiefly machine tending. Not that there is not some stimulus in watching machinery, and that now and then an invention may be suggested to a sympathetic mind; but that is not an equivalent for what has been lost. The feeling with which a skillful watchmaker contemplates the equable motion of a time-piece, every part of which he has himself finished and adjusted, is very different from that of the man who sets and guides the machine, which delivers a hundred gears a minute, or does his one part in assembling and adjusting the parts of a watch as they come from many machines. In one case the man has put a part of himself into his work; in the other, he has put into it so many hours of his time, well aware that a small amount of training would enable any other man to do as good work as his. The watchmaker may outstrip his best predecessor, and to do this strains every nerve, practices patience, watchfulness, courage and faith; the watch-producer soon reaches the level plateau of his life, above which there are no heights, for the machine does the work. His life becomes monotonous, and out of this monotony spring special temptations. The more he knows, and the more he becomes good company for himself, the better he is.

There is another important thought about this revolution in the mechanic arts: if, as Adam Smith says, it now takes twenty distinct operations and as many distinct operators to make a pin, all pins must be cheaper than they were when only pin-makers made them without machinery; hence many more people can

afford to buy pins, the production is greatly increased and possibly more persons can get a living by making each one-twentieth of a pin than when each made a whole pin. But another result has been found to be more probable, that each operative in a pin factory has a great deal of idle time on his hands. To enable him to make a good use of this idle time is no less the duty of the school than to guard against the narrowing tendency of his minutely subdivided avocation.

I am not forgetting that skill in handicraft is not absolutely extinct, but am urging that its field is so narrowed that the masses are no longer found there for whom the public schools must care. The great majority of boys who go from school to shop swell the ranks either of unskilled laborers, or of those whose life is spent beside machines.

There is another failing case under this theorem. Suppose you set up work-shops and impose upon all boys, as you must, a certain number of hours of practice in them; here is a boy without the slightest aptitude for tools, but with marked intellectual powers. If I were his father I would be likely to say: "Forcing that boy into a shop is an outrage, and I must charge myself with the expense of educating him in a private school, though I pay my taxes and prefer the fine democratic influence of the common school." Now you say, "Well, we will excuse this boy from the work-shop;" there will appear many other applicants for excuse on similar grounds, and you have at once that ugliest foe of all good—a feeling of caste limitations.

If any further argument is necessary to show the futility of school work-shops in general, it can be drawn from a chapter in the history of education which is seldom read, viz.: The many efforts that have already been made to incorporate manual training with general education. Precisely the same arguments were spread out in the catalogues of schools that arose, flourished and declined between 1830 and 1850, as are now urged by the advocates of work-shops for every school. All attempts to organize industrial work in connection with classical academies and colleges have failed.

These conditions and others like them have been so influential

with a large proportion of those who desire handicraft in school, that the demand is now limited to an optional high school. Probably this is all that most thoughtful persons will advocate.

THE PLAN IS

to offer to boys who have finished the grammar school and desire instruction in the mechanic arts, a two years' course, on the half-time plan, in which one-half of the time shall be spent in study and the other in the work-shop.

That such schools are good can not be denied, but it is not clear that they are entitled to existence at public expense—for although any manual training is a good thing and its results very handy, it may not be the best thing. Optional schools are clear of many of the objections that have been made against general school work-shops, yet we must still ask why they should be added to the school system? The presumption certainly is that such institutions belong to the class of professional schools which, according to the genius of American laws, should be sustained by invested funds and managed by corporations. But many reasons are urged in favor of State control, and some of these I will discuss :

1. It is as fair for the State to teach the elements of mechanical knowledge as of the professions.

The public school does not undertake to teach the elements of the professions ; it teaches the elements of knowledge which the subtle chemistry of the social body transmutes now into the learning of the philosopher, and now into the intelligence of the artisan.

2. The State Universities teach the professions, and why not the trades?

The State University is not a universal feature of public education, but it must certainly be as fair for this institution, when it exists, to teach trades as professions. It stands on the same plane as endowed institutions in other States. We are speaking only of the common schools.

3. Boys will be allured to the mechanical arts by means of work-shops in their schools.

Considering the significance and increase of Trades Unions, the amount of over-production of everything but food, leading to strikes, "lock-outs," "shut-downs," etc., it is certainly a fair question whether boys ought not to be allured away from the shops.

Do the mechanic arts need the aid of a school work-shop to increase their attractiveness? What assemblage of mechanical processes could be made in any school building that could compete with the exhibition which every large town presents? The air is lurid with the smoke of furnaces; every stream is worried with dams; the din of machinery sounds an incessant call; thousands of workmen go as daily messengers between shop and home and make familiar in daily speech the marvels of mechanical achievements. This spectacle is not limited to a few hours of a crowded school-day, but day and night are filled with it.

Libraries abound in biographies of the great inventors. Every thoughtful boy can feed his imagination on the stories of Arkwright, Whitney, and Bigelow. This is the real developing school. This face to face communion with men excites the boy more than lathes, and engines and spindles. The trophies of Miltiades will never permit a young Themistocles to slumber.

The mechanic arts will have unskilled recruits enough without any help from the schools. We may safely leave skill in handicraft to be its own nurse, and whether or not the American artisan be inferior to the Greek, the school must see to it that he remains, as he is, a superior kind of man.

Though the experiments in the manual training schools now in progress are not complete enough to furnish conclusive evidence, yet it is worth notice that of twenty-nine graduates from the best of them, ten are now working with their hands; that is, the same proportion of the class as of the community at large have sought handicraft, for about one-third to one fourth of every dense population work with tools.

4. Boys take a great interest in tools, as for instance in summer schools. So they do in boxing, fencing, etc. Occasionally, but rarely, the interest becomes contagious, and wakens dormant intellectual energies; but it is more likely that this zeal in tools

will be mistaken or substituted for zeal in the acquisition of knowledge.

5. Boys trained in school-shops, though they can not become skilled mechanics, can acquire skill enough to take precedence of raw hands in the strife for places.

A large acquaintance with the wants and wishes of employers in shops and factories justifies me in saying that this hope is not well founded. Of two boys, otherwise of equal merit, one of whom had spent his last two years in a good school with a work-shop, the other in a good school without a work-shop, most employers would prefer the latter. The man who is about to employ an unskilled boy inquires into his character and his capacity to learn his business, and the tender of a smatter of tools, would be a disqualification in the mind of many a man, because it would argue a certain assurance of knowledge which the boy could not possibly possess, and the assurance, he might not overcome. The man who employs men in shops wants each one to learn as soon as possible, if he does not already know, how to do the one particular thing needed, and to remain doing that as long as possible; hence, looking at the side of the employer or of the employed, it is better for the latter to secure all possible knowledge, such as the school can give, than to anticipate, at the expense of this knowledge, the labor of the shop. But there is

ANOTHER MORE SERIOUS OBJECTION

to this argument for school-shops that has not yet been met at all. Why should manual training, at public expense, be restricted to the use of carpenters' or machinists' tools? It is answered, "A hammer is a fundamental tool." So is a trowel. The chances of getting employment are rather better for a mason than for a machinist. It is probable that the average citizen uses a hammer far oftener than he uses a trowel; but we are not now speaking of what it is handy for him to know, but of what is essential. It is not yet known what natural or reasonable limit can be set to the trades that should be fostered by a school which is maintained at public expense for the benefit of all citizens.

I know that some effort has been made to show that the ele-

ments of trades can be taught in a certain generic way, but the experiments in progress to demonstrate this are not yet conclusive enough to warrant the public schools in relying upon them.

6. Manual training in the public schools will turn the minds of boys towards Polytechnic Schools, and so promote the new education.

I do not see why it will. If the advantages of a technical course are not strong enough to draw students, it is not easy to see how they will be strengthened by teaching them handicraft in public schools. The polytechnic would not suggest such a change. It is very clear that her work will be rendered more efficient by better work in the preparatory schools of the kind they are now doing. What the polytechnic can do for boys depends upon what they bring to her door almost as much as upon what they draw from her stores.

There is one change that might be made in the studies of the Higher Grammar schools which would be advantageous to the polytechnic student and not disadvantageous to any other scholar. By shortening the time spent in the study of geography, or by omitting some of the studies of the high school course, or by doing everything more philosophically, time could be found for instructing all pupils in the six mechanical powers. The necessary apparatus can be had for \$20, and the teacher can easily prepare himself for the work. Lads of from twelve to fourteen readily take an interest in the subject and can comprehend its elements; and it seems to me in these days of mechanical production, a very important kind of knowledge. It does not seem an exaggeration to claim that boys who are thoroughly taught the simple principles of the six mechanical powers have more useful knowledge, as far as the school can give it, than they can ever get from a school work-shop. They then carry into the shop something which the shop can not give, a knowledge of the principles of all machines and the ability, by means of books, to make the shop an auxiliary in their never ending education.

If the reasons urged for this innovation upon the established order of things have been shown to be inconclusive, I would like to present a few general thoughts upon the subject.

It is safe to rest upon the certain endowment of private institutions for the teaching of handicraft. Nearly \$10,000,000 have been given to found institutions of technology, and mainly by private givers since 1868, and the good work still goes on. This fact at once commits the wisest of donors against depending on the State for supporting technology and gives the greatest security for its future.

All the writers and speakers who have advocated manual training for boys in the public schools have signally omitted any equal care for the girls. The only contribution to their cause is the pleasant suggestion of our friend, the President of the Salem Normal School in Massachusetts, who says that girls in that school, having tried the work-shop, like it very much, and are learning rapidly to hit the nail on the head. Before any system of school work-shop can command popular approval, it must be shown that they will offer equal advantages to boys and girls.

Again it is well to remember that

ALL THE EXPERIMENTS

in school work-shops which have been tried thus far have been tried under exceptionally favorable conditions. An enthusiastic and competent officer in charge of boys, carefully selected with reference to their special tastes and aptitudes, can do marvels in teaching any subject. I have often thought that one such man whom I much admire, were he to assume that Greek is what boys really need, and set himself to teach it with the personal force that he applies to his manual training school, would show such results that all his neighbors would forsake Mr. Charles Francis Adams, Jr., and vote Greek into all the schools.

Great personal power in a teacher conceals and atones for grave defects in a system. But we are compelled to consider how a plan of instruction will work in the hand of teachers who may be devoid of magnetism, but who do good work on a sound plan.

Very little value can be attached to any of the results yet attained in the manual training schools as precedents in general school management.

The question of expense also obtrudes itself. It costs \$8,000 a year to run a shop of the kind demanded for 200 boys. To this add \$1,000 to cover inevitable wear of machinery and tools. The original cost of tools and machinery, including engine, can not be put at less than \$5,000. Adding interest on this sum and the cost of the necessary building to the cost of the equipment, we are obliged to set down the annual cost of the shops alone at \$10,000, or \$50 a scholar. This expense is small if great advantages are assured, but too large if the results are at all problematical. In view of the large expenditure which must be made for the common school, the taxpayer has a right, I think, to await the larger results of the experiments now in progress before he adds so large an amount to the annual budget.

If all the twenty per cent. of the boys and girls who enter the grammar school can leave it with a knowledge of arithmetic that will stand the test of a promissory note, a plain problem in percentage, the addition of five columns of figures of forty each, mainly sevens and nines, with answers

ABSOLUTELY CORRECT,

with the ability to write an intelligible business letter and read aloud the evening papers so distinctly and so pleasantly that plain people can follow them without too much effort, with the ability to tell a good book from a bad one, with knowledge enough of geography to find the place on the map where the last war has broken out, and locate and give the general facts concerning each of the important countries in the world, with the routes of commerce and trade, and with historical knowledge enough to trace the growth of our country and tell the story of liberty, I think the voters will pay the bills without complaint.

But, finally, the thought has often crossed me that we may have entirely mistaken the measure and the motive of the popular demand for this reform. My ears are not sharp enough to hear distinctly any call for manual training in the schools; but I do hear, in very clear and unmistakable form, a demand that the number of topics shall be lessened and the thoughtfulness of teaching increased. The demand for more manipulation, more

practical familiarity with fewer things, has been construed into a demand for manual training. People are not pleased with smatter, but are always satisfied with mastery.

There is room for question if this move in the direction of manual training be not an evasion of a pressing duty; for it is always easier to cultivate a novelty than to regenerate the old crops. What is wanted is better methods of teaching the essentials of common knowledge, so that the four priceless years of school life shall be more fruitful. For this the people cry out. We can not avoid this cry by any curious debates; we must deal with the question seriously, patiently and honestly. The work of pruning, and regenerating, and reforming demands more skill and courage and knowledge than a manual training school, but it is far more promising.

And this work must be done by those who are working from the center of the school system outward, and not by those who, in spite of much earnestness, evidently do not know where the center is. It is the legitimate work of educators.

Let me close with a noble thought from Professor Jevons' new book, "Methods of Social Reform":

It is assumed that the main object of education is to promote success in life; but the main object of education is not to promote success in life in any technical sense; that is the business of the professional schools. The main object of education is to raise the standard of life itself.

HANDICRAFT IN PUBLIC SCHOOLS.

H. S. TARBELL, SUPT. INDIANAPOLIS SCHOOLS.

At the last meeting of the State Teachers' Association a paper on this subject was read by Prof. Chas. O. Thompson, President Rose Polytechnic Institute.

As might have been expected the paper gave a vigorous presentation of well-defined views, and was considered by all a masterly production. It was received with great favor by the teachers, even those not accepting all its conclusions acknowl-

edging its strength and finding much with which to be gratified. Of the latter class I was one, and desire to express with much deference the grounds of my dissent from the general conclusion that handicraft has *no* place in the public school.

That manual instruction will work a wonderful change in the character of pupils or in their life careers need not be claimed; that "the utmost skill in handicraft is compatible with the dullest ignorance, and offers in itself no security to private character or public virtue," need not be denied; and yet reasons may be found which give force to the demand for such instruction. The fundamental argument for such training is the added brain power or mentality that comes therefrom. Each sense is an avenue to the mind. The fingers are only less important as inlets for perceptions than the eye and the ear.

Herbert Spencer says in one of his essays: "The increased complexity of the limbs, the greater variety of actions they perform and the more numerous perceptions they give, imply a greater development of the brain and its bony envelope." It follows that training the limbs to skill in action gives greater clearness and force to the perceptions they furnish, and as a consequence increased brain-power.

The soldier undergoes the fatigues of drill quite as much to get power over his own body as for any direct value in the evolutions. The will acts first and most directly through the muscles. Its regal power is strengthened mainly by its exercise in co-ordinating muscular movement. Hence the very great advantage of any form of methodical activity such as the drill, rowing, fencing, playing on the piano.

Huxley declares one element of a liberal education to be such a training of the body that it becomes the "ready servant of the will and does with ease and pleasure all the work that as a mechanism it is capable of."

Dr. Thompson himself has in another paper quoted the following from Prof. F. A. March with approval: "The manipulator stores his mind with the conceptions of the senses, with information from the eyes, ears, nose, the finger tips, the muscles and the meters of science, those magnified senses; without

these finer roots, men are poor sapless things. Manipulation trains the organs of perception, the eye of Herschel, the thumb of Phidias. It gives clear and distinct ideas. The complex ideas of modern science to which technical terms must guide us, are the result, for most part, of wide generalization. They are obscure and indefinite to every man until he has often applied them to real objects. This process of minute attention and verification strengthens the memory. Once worked out is faster in the mind than ten times learned. The affections of the senses redouble the inner memory. The recurrent force of muscular and nervous habit is added. But a greater advantage of manipulation is that it trains the judgment. The reduction of theory to practice can not be an exercise of mere memory."

By present custom the young man after he has completed his school course and laid aside his text-books enters upon the task of learning the trade or profession which he is to follow as a means of living. This makes an abrupt transition and usually works a complete divorce between the earlier intellectual and the later practical portions of his life. Fearing this, Dr. Thompson and others urge postponing as late as possible this change, that the man's intellectuality may be built upon a broad and strong foundation, that the *man* may not be swallowed up in the *artisan*. The results of this abrupt change, of division of labor, and of the use of machinery are to cause the artisan to put little thought into his work, to become a machine himself, and to live an intellectual life, if he is not too tired, only when his day's work is done.

How much better that during the days of earnest study there be days of careful work involving as much thought, requiring as much ability as the mastery of his studies. Would not the relation of muscle and brain, in short, of the artisan and the man become clearer by this early companionship?

What dignity is added to labor by placing it side by side, equal in rank and attention with those intellectual pursuits which we are inclined to rank so much higher.

Could our youth, cramped by poverty as nine-tenths of them are, and compelled to go early into the ranks of wage-earners,

know that by a combination of culture of hand and brain the time to learn a handicraft need not all be taken after school days are over, two years could be added to the school-going period. These two years, favored by the increased strength of riper age, would add at least fifty per cent. to the acquisitions of the mass of our people.

Dr. Thompson suggests that all definite plans for teaching handicraft in schools "can be reduced to two, viz. : One to make work-shop practice a part of general, compulsory education, and the other to erect optional high schools in which study and shop-work shall each occupy one-half the student's time, where boys who like the manual arts can be properly trained." With objection to these two schemes for manual instruction his address is chiefly occupied. This classification of plans seems to me hardly complete. It will not include the plan lately adopted by the School Board of Boston, which provides work-shops where boys from the grammar schools may go for training two hours each week. It does not include the scheme of Mr. Leland in Philadelphia, of Felix Adler in New York, of Col. Parker at Chicago, nor will it include the plan on which it is proposed to attempt this work in this city when the times are ripe therefor.

There are those who desire to see established in due time in connection with the Indianapolis high school, shops where the several courses in manual training shall rank with the several subjects of study at present pursued in the school and be subject to selection by the pupils as certain studies now are. This would make a course of training in the use of wood-working tools, for instance, count the same to a boy's credit in his course of study as the same time spent in Latin and Zoology.

We require no one to take Latin, nor would we any of the courses in the manual arts; but the one should be as free, as honorable as the other. To do this would cost no more than to give laboratory instruction in Chemistry and Physics, as we are now doing.

Aside from the tools, benches and materials which correspond to the apparatus for science teaching, the instruction itself would add nothing to the expense of the school, for whatever time was

spent by the teacher in the shop would be saved from the time of some other teacher, whose number of recitations would be thereby diminished.

Except for the novelty thereof, why should not the wishes of the father who desires his son to have the best training for the career of an engineer be as much regarded as those of the father who wants his son prepared for college or to be a book-keeper? Now we accommodate the one at the public expense and turn away the other.

But what of the girls? Let them take the course too if they wish. Two ladies were in last summer's wood-working class, and found pleasure and profit in the work.

But if the girls do not wish this work, have the boys no rights which the girls are bound to respect?

It is not popular nowadays to talk about the rights of men, but here is a case where a voice should be raised to vindicate the rights of that oppressed portion of the human race.

Because a girl will hit her thumb instead of the head of the nail, is a boy never to be taught to drive a nail? A woman's brain may be as large as a man's, or may make up in quality of cell and finer structure of nerve-fiber what it lacks in quantity, so that in the domain of mind, all doors are set as wide open to her as to a man. I believe that this is so, but in the domain of matter Nature speaks very plainly in the inferior size of the body, the greater delicacy of muscle and the different part woman is fitted to perform in the physical life of the race. The primal curse "In the sweat of thy brow shalt thou eat bread," was pronounced upon Adam as I understand it. Some one has wittily said that "a woman has an undoubted right to sing bass," notwithstanding this no normally constituted woman has ever sung bass, yet we would be sorry to lose this grand undertone from the music of the world.

Let us attune our ears to catch the words which nature is so plainly saying to us, and recognize the differences between boys and girls, and shape our educational and social processes so as best to develop each. Open the work-shop for boys—teach them to use their strength. If the girls want to go too by all means

let them go—and if a sufficient demand is made provide an art class, a sewing class, and a cooking class for the girls so electing, so that each in his and her proper sphere may receive that fuller development that only comes when education teaches how to live rather than dissatisfaction with life, or teaches, at best, only how to endure it.

MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

INDIANAPOLIS, WEDNESDAY, Dec. 26, 1883.

The Indiana Teachers' Association met in its thirtieth annual session, in Masonic Hall, and was called to order at 7:40 P. M., by the retiring President, H. S. Tarbell.

Prayer was offered by Dr. H. D. Gobin, of Asbury University. Samuel Lilly, of Gosport, was elected Secretary, to fill the vacancy caused by the absence of Mrs. Lemon. Miss Minnie Olcott favored the Association with music.

The retiring President, with timely and appropriate remarks, gracefully introduced the incoming President, Dr. Jno. S. Irwin, of Fort Wayne.

THE PRESIDENT'S INAUGURAL ADDRESS.

He took occasion to point out many of the hardships of a teacher's life. The address was largely devoted to the incentives of labor, hygiene, and sanitary science of the teacher, implying that honest labor is honorable for all men. All should be educated not to hold labor in low esteem; but, on the contrary, to consider it manly to be engaged in laudable employment. Work is always performed at the expense of the instrument used. The machine that performs the labor wears by use. The brain exercised, the brain suffers. Teaching is the most severe work on the brain on account of the sedentary habits of the teacher, the impure air he breathes, and the nervous excitement to which he is exposed. For want of proper physical exercise the blood does not circulate freely, and thus keep the body and brain healthy. Because of over-work he endangers mind and body. The vexations of those developing a country or people are great. The teacher suffers from his over-desire to improve those under his tuition. Teachers worry themselves over two classes of cares: those they can help, and those they can not help. One of their greatest burdens is the enforcement of the rules, enforced often because they are rules.

Teachers are generally free from the use of alcohol and opiates. There is no good sense why a woman can not be excused for using tobacco, while a man is permitted to use it so freely. Tea and coffee

are not always deleterious, if used at proper times and in moderation. The American mode of eating is damaging, particularly the noon lunch of the school teacher. He commended the moral, æsthetic, and gastronomic value of the English dinner, and suggested that more time be given to the dinner-table, while the greatest care should be used in selecting proper food, both in quantity and quality. A healthy brain and mind will resist disease. A good digestion favors the activity of the mind. The early morning is not the time for study. That as a basis for study or physical labor, there is nothing better than a wholesome breakfast. He who studies before eating, does it at the risk of his mind and body. Some may do it. A teacher should know his own strength, how far he can go, what he can do. Labor should be complete, that sleep may be perfect. Sleep must be natural, and should never be produced by narcotics. Rest may be obtained by recreation, by change of labor, and by traveling.

The following committees were appointed :

On Resolutions—Dr. Lemuel Moss, of Bloomington, chairman; C. F. Coffin, New Albany; P. P. Stultz, Mt. Vernon; Miss Agnes Rankin, Indianapolis; J. A. Zeller, Richmond; J. K. Walts, Logansport; Miss Jennie Jones, Greencastle.

Enrolling Clerks—B. W. Evermann, Camden, and S. E. Harwood, Spencer.

Prof. E. E. Smith read a paper from the Indiana Horticultural Society, calling attention to the recent consideration of the Society concerning the subject of ornamentation of school grounds, and the necessity for the improvement of those neglected and often forbidding spots that wield so much influence upon the young. The paper asked that a committee be appointed from the State Teachers' Association to co-operate with a like committee from the Horticultural Society.

On motion of J. M. Olcott, the President appointed W. H. Elson of Parke county, C. W. Hodgkin of Wayne, and W. M. Croan of Madison, to serve as committee from the Association.

Adjourned.

THURSDAY, Dec. 27, 9:00 A. M.

The Association was called to order by the President. Prayer was offered by Prof. Chaffee, of Franklin College.

The first paper presented was on "Separate Schools—For Whom shall they be Established?" by C. W. Hodgkin, Principal of Richmond Normal School. The subject was divided into four: "Colored Schools," "Truant Schools," "Schools for Sexes," and "Consolidation Scheme." He said:

I suppose that if we were to examine carefully the objections that have been, and are now urged against the education of colored chil-

dren in the same schools with the whites, we would find that they all rest upon prejudice. A further examination will reveal to us the fact that in submitting ourselves to this decision we have been acting in a manner unworthy citizens of the greatest Republic in the world—the one most boastful of the liberties of the people. The negro is held amenable to all laws as are others; his property is taxed for public purposes, including schools, and he has, theoretically at least, all the privileges and immunities that belong to any citizen of this Republic. The common schools should be “equally open to all,” for the following reasons: It is the duty of the State to give to the tax-payers the largest and best possible return for their money. It is more convenient. (It is unjust for the State to tax the colored man for the support of the schools, and not furnish his children with equal advantages for securing the benefits of those schools.) It prevents the growth of the spirit of caste and domination in the white child, and gives the colored child the spirit of equality.

Into the Truant Schools children are largely gathered from the neglected classes; children whose parents are one or both dead, or whose parents are intemperate, idle, or vicious. To this class the State owes a duty. These schools should be separated from the common penal institutions for the good of the children themselves. They should be entirely free from the influence of the older and more hardened criminals. They should be separated from innocent childhood in order to prevent the contaminating effects of their examples and influence. They should be in separate schools in order to protect society from the annoyance and danger of their presence. It is more economical in money and in morals for the State to take the young offender and reform him than to let him run until he commits some flagrant crime, of which he must be convicted and for which he must be punished. It would be better for the State to take these children early and gather them into schools organized on the “home” plan, where they shall be kept, trained, and educated until they can be trusted to support themselves.

The Sexes should be educated together. It is natural, following the ordinary structure of the human family and society. It is customary, being in harmony with the habits and sentiments of everyday life and the laws of the State. It is impartial, affording one sex the same opportunity for culture that the other enjoys. It is economical, using the school funds to the best advantage. It is beneficial to the minds, morals, habits, and development of the pupils.

Shall the State University, State Normal, and the Industrial College be consolidated? It is the duty of the State to exercise a wise economy in public affairs. Each of the three State schools mentioned has a specific purpose, totally distinct from that of the others. Each requires different and special qualifications, and each draws students of radically different aims. Is it likely a single Board of Trustees can be secured having a sufficient comprehension of three widely differing institutions, to meet in the best way the needs of all? Is there one man for the head who has brains enough for three heads, each of which requires the maximum quantity of the finest quality? Experience teaches that it is better for the State to supply each of these institutions with the proper means, that each may be able to do its work grandly to the glory of the commonwealth.

Sheridan Cox, of Kokomo, opened the discussion of the paper.

He thought separate schools for colored children should depend on the locality. In towns and in cities possessing colored population sufficient to justify, colored schools may be separate; otherwise, colored children should be permitted to attend public schools. Colored children are imitative and possess ability for good work. Colored schools encourage colored men by giving them an opportunity of seeking higher employment. He favored more separate schools for truants, and would have a school for young convicts.

In the general discussion Mr. Seiler favored truant schools in the towns and cities, because of the deleterious influence of the bad boys in the public schools.

In answer to the question, "Is the Reform School full?" Mr. Bell stated "It is full, more than full." He favored co-education of sexes. He was co educated under Horace Mann.

Mr. James Baldwin, Supt. of Rushville public schools, read a most excellent paper on "The Common Schools of a Quarter-Century Hence." [It will be printed in full.]

The discussion was opened by John P. Mather, Supt. Warsaw schools.

He held that the ideal teacher must be materialized, must be well prepared for his duty. Technical education without broad experience makes a teacher of narrow views.

In the general discussion, rests and recesses received the greatest attention. Mr. Tarbell favored out-door recess, where the school yards will permit, and it can be under the supervision of a good teacher; because they are conducive to good health and morals.

Mr. McRae said the kind of recess should be governed by circumstances. Buildings and grounds being favorable, out-door recesses may be had. He advocated rests, and would abolish periodic examinations.

Mr. Bell favored out-door recesses with a little exercise. Mr. Bloss thinks short rests are more desirable than out-door recesses.

Adjourned.

AFTERNOON SESSION.—In the afternoon W. N. Hailman, Supt. Laporte public schools, read a paper on "What Moral Results Should Public School Training Give?—What Results Does it Give?" [The paper will be published.]

After recess "Rizpah" was rendered by Miss Minnie Gage, Indianapolis.

A paper—"The Model Teacher"—was read by Miss Mary H. Krout, Crawfordsville. She said:

The teacher is expected to be familiar with all branches of study from the bottom to the top, and to know how to properly teach each subject; she is expected to know in addition general history and general literature, and to keep posted on current events at home and abroad; she is expected to govern easily and smoothly children who

are uncontrolled and uncontrollable by their own parents; she is expected to always be in a good humor, and, to whatever an irate parent may say, return a meek and lowly answer; she is expected to take the lead in forming literary clubs, and to encourage and direct the reading not only of her school but of the neighborhood; she is expected to dress neatly; she is expected to attend institutes and normals and the State Association, and to take summer trips. She is expected to do and to be all the above and more; and for all this she is to receive the munificent salary of from \$200 to \$500 a year. Too much is expected of teachers, and the good ones are not sufficiently paid.

The paper was a racy one, and was listened to with interest.

E. E. Smith presented the following:

Be it resolved, That a committee of five be appointed to take into consideration the feasibility of limiting the session of the General Association; also, of dividing the General Association into sections.

The President appointed E. E. Smith, Howard Sandison, Temple H. Dunn, W. W. Grant, and Fred. Treudley.

J. P. Mather moved a committee to confer with teachers looking for situations, and with those desiring teachers. Committee, J. W. Holcombe, Eli F. Brown, and W. A. Bell.

The Librarian, W. De. M. Hooper, invited the members of the Association to visit the City Library.

Hon. J. H. Smart called the attention of the teachers to the National Teachers' Association, to be held in Madison, Wis., from the 15th to 18th of July, 1884.

With this Association there will a National Educational Exhibit, over which he has the supervision. He urged the teachers of the state to attend and take an active part in preparing work for the Exhibition, and that the state should be well represented. The Association will be in session three days, during which discussions of vital questions will be given by able educators. The Kindergarten, Normal School, Industrial Art, School Supervision, and Collegiate Departments will each receive attention. The plan devised, places the work of the state in the care of the State Supt. of Public Instruction and the State Board of Education.

Mr. J. W. Holcombe stated he would willingly give his time and aid toward making Indiana's exhibit a great success, and moved that a committee of five be appointed to assist the State Board and himself in this work. The Association appointed Mrs. R. A. Moffitt, of Rushville; W. H. Fertich, Shelbyville; Morgan Caraway, Huntington; S. E. Harwood, Spencer; and R. I. Hamilton, Anderson.

W. N. Hailman encouraged the attendance, setting forth the beauty of the city of Madison, the scenery of the adjoining country, and the advantages gained from attending the Association.

W. A. Bell read a letter from the President of the National Association, and urged a large attendance.

Adjourned.

EVENING SESSION.—A Solo by Miss Nettie Johnson was much enjoyed by the Association.

The following were appointed a Committee on Election, the names being in the order of the Congressional Districts, commencing with the first:

A. H. Kennedy, Homer Pickle, R. A. Ogg, M. A. Mess, Samuel Work, Jerome McNeli, L. P. Harlan, W. H. Elson, W. H. Nesbit, C. P. Doney, Sheridan Cox, J. A. Kibbe, and S. D. Anglin.

The annual address—"The Science of Education, Its Nature, Its Methods, and Some of Its Problems"—was given by Prof. William H. Payne, of Michigan University. [The address will be printed.]

At the close of the address Mrs. R. A. Moffitt, of Rushville, favored the audience with a recitation, "Robert of Lincoln." It was excellently rendered.

Adjourned.

FRIDAY, Dec. 28, 9:00 A. M.

The Association was called to order by the President. Prayer was offered by Rev. J. H. Martin, Supt. Madison schools.

W. M. Croan, Supt. Madison county, read a valuable paper, "The School House and its Surroundings." The following are some of the thoughts it contained:

Surround the child with beauty and pleasantness, and you have planted the germs of manhood in his nature. The walls of the school-building, the desks, tables, or any of the surroundings, should not be marred with pencil or knife. The property should be kept neat, and the rooms should be nicely ornamented. To secure an interest in caring for school property, the public must be educated. Train a child to have an interest in its own property. Let the teacher take an interest, then he can inculcate an interest. Adorn the school grounds by planting trees and shrubbery. Let the trees be planted by the pupils, and named in honor of the planters. Hard maple is the best to plant.

In the general discussion, Mr. Treudley said much enjoyment could be obtained by planting trees in school grounds; by planting trees in them, these lots become consecrated places of remembrance to those who plant.

W. A. Bell said that any teacher that has sufficient influence to teach a good school can have his patrons take an interest in ornamenting school grounds. Many trees planted will die, but many will live, so that in a few years there will be a beautiful little grove about the school house.

J. M. Bloss observed there is not enough care concerning beautifying school grounds. They should be well fenced and graded.

E. E. Smith said: "A trait of good character is a love for the beautiful." "Cultivating school grounds cultivates loyalty to the country."

Prof. E. E. White would have nice yards, neat buildings, and ornamented school rooms; because the influence of such on the pupils must be good. Trees and shrubbery can be planted in school grounds with little labor and without money.

J. J. Burns, ex-State Supt. of Ohio, urged the importance of tree planting, and humorously referred to a tree that stood near a certain old school house which helped to make him "smart."

W. W. Parsons, of the State Normal School, read the second paper of the morning, "The Study of English in Public Schools," in which he said:

The design of the paper is to give an exposition of the theory of the instruction in English in the public schools. The scope and method of the discussion may be shown by two inquiries: first, What are the logical boundaries of the English language studies in the public school course of instruction? and second, What ought this system of instruction in the English to do for those whose education is begun and ended in the common schools? There can be no really rational study of English that is not based upon an intelligent recognition of the intimate and vital connection between language as form, and its internal life principle and essence. There are two fundamental phases of study in this course in English. One treats the language forms as means; the other has for its object the building of the appropriate verbal form for this. Each must have its place in a well-rounded and balanced course in English. Three great types of mind-products underlie and determine the classification of subjects: the idea; that product resulting from the union of related ideas, called judgment; and the synthesis of related judgments into that large mental whole which expresses itself in the language form called discourse. There are three language units, the word, the sentence, the discourse. There are seven distinct, but related, subjects: orthoepy and spelling, word studies, grammar, having to do with sentences, and reading, composition, rhetoric, and literature, whose subject-matter is discourses.

In the discussion of the paper, J. H. Martin said the aim of all true language teaching is to develop mental power, that the pupil may obtain possession of the wisdom of the wisest and the best. Knowledge is not the primary, but the secondary object in view. We are too ready to impart knowledge to our pupils, and thus do not develop power to obtain. We need to fix in mind the ends to be obtained by these studies. As teachers we must know the minds of our pupils, for what they are adapted. The theory of language must not be taught at an early age, but language work should begin in the first year and be conducted with reading and other lessons. A pupil should study to build up a living vocabulary.

After recess Miss Minnie Knight gave a recitation, "The Star." The third paper was presented by Pres. Charles O. Thompson, of the Rose Polytechnic, upon "Manual Labor in the Common

Schools." The paper was highly appreciated. (See paper in this Journal.)

W. W. Grant, Prin. of the Indianapolis High School, opened the discussion, and insisted that manual training gave at the same time mental training; he argued that this training should be an optional branch in the high schools of cities.

Adjourned.

AFTERNOON SESSION.—In the afternoon an address, "School Incentives," was given by Hon. B. G. Northrop, Secretary State Board of Education, Conn. Among many good things he said:

The motives which influence a child determine his character, and we should place character before culture, and culture before knowledge. Hence the philosophy of motive is often of supreme importance to teachers. It is by no means a matter of indifference, by what incentives a child is stimulated to study. The right end, at least in school work, may be secured by wrong means—by motives, which may prove harmful to the character, fostering selfishness, conceit, and irritability. The teacher should be able to select from the wide range of incentives those only which will be healthful and permanent in their influence alike on the mind and heart. He who can sweep the whole diapason, may strike the very notes which will thrill the deepest toned cords in the child's soul. Character is moulded more by feeling than by thinking, or rather by thought only so far as it awakens emotion and thus moves the will. All men are controlled more by the sensibilities than by the intellect. Right thinking should aim at the higher end of right feeling, and therefore right action. To know the truth is indeed well, but to feel it is still better, for truth never triumphs till the cognitions of the mind vitalize the heart. Emotion is the celestial fire alike of all the eloquence and poetry that have ever swayed the minds of men. Our educational processes aim too exclusively to train the intellect and ignore the sensibilities. The culture of these sensibilities is essential to give man individually or socially the highest refinement and power. The teacher should carefully study all the impulsive powers which God has implanted in the heart of childhood as sources of incentives; such as sympathy, self-respect, courtesy, taste, and higher still, the natural desires, like love of kindred, love of happiness, of society, of esteem, of possession, of liberty, love of knowledge and love of power.

W. A. Bell presented the following resolutions, and moved their adoption:

Resolved, 1. That the Association proceed at once to take the necessary steps to inaugurate an organization among the teachers of Indiana for reading and study, to be known as "Indiana Teachers' Reading Circle."

2. That this Circle be under the care and direction of the Indiana State Teachers' Association, which shall make rules for its management, arrange its course, conduct its examinations, and confer such honors as it may determine.

3. That this Association proceed to choose a Board of Managers, to which shall be entrusted the selection of a course of professional and literary reading, the issuing of certificates of progress, and the granting of diplomas as evidence of its completion.

4. The Board of Managers of the Indiana Teachers' Reading Circle shall consist of eight members, selected by the Association from its own members, two of whom shall serve for one year, two for two years, two for three years, and two for four years; and hereafter two members shall be elected annually to serve for four years. The Board of Managers shall select its officers, arrange its meetings, and record and publish its proceedings. Adopted.

In accordance with the above resolutions the President appointed a committee, consisting of W. A. Bell, H. S. Tarbell, and W. W. Grant, to select the Board of Managers.

The committee have selected the following Board:

J. J. Mills, Indianapolis; John S. Irwin, Ft. Wayne; Emma Mont. McRae, Marion; J. C. Macpherson, Richmond; H. B. Hill, Aurora; Mattie Curl Dennis, Bloomington; George P. Brown, Terre Haute; Hubert M. Skinner, head clerk of the State Superintendent, for state at large.

H. B. Jacobs, Supt. of Institution for the Blind, moved that a committee be appointed to secure the largest possible circulation of Pres. Chas. O. Thompson's address. Geo. P. Brown, H. S. Tarbell, and W. A. Bell were appointed.

The Committee on Nomination of Officers being called for, R. A. Ogg, chairman, made the following report: •

For President—H. B. Hill, Dearborn county.

Vice-Presidents—J. W. Nourse, Owen county; S. E. Miller, of LaPorte; Morgan Caraway, of Huntington; A. H. Graham, of Bartholomew; J. P. Mather, of Kosciusko; Miss N. Cropsy, of Marion; Miss Lizzie L. Horney, of Wabash.

Secretary—Samuel Lilly, of Owen county.

Railroad Secretary—George F. Bass, Marion county.

Executive Committee—E. E. Smith, chairman, Tippecanoe; C. F. Coffin, of Floyd; C. W. Hodgin, of Wayne; D. W. Dennis, of Parke; and W. P. Denny, of Noble.

Mr. Bass having served ten years, declined serving longer.

The Executive Committee were instructed to select his successor.

The committee appointed to consider the propriety of dividing the Association, made the following report:

Your committee, to whom was referred the resolution inquiring into the feasibility of making a division of the General Association for the afternoons of its sessions, would respectfully report:

1. That we deem the division practicable and wise.
2. That we suggest the following divisions: *a.* To meet the first afternoon of the session, the High School and the County Superintendents' Sections. *b.* To meet on the second afternoon, the Normal School and City Superintendents and Teachers' Sections.
3. That a sub-committee of three from each of these sections be appointed, whose duty it shall be to confer with the Executive Committee of the General Association, and aid in the preparation of the programme for each of the sections named.
4. That the Executive Committee of the General Association shall arrange the places of the meetings of these sections at the same time that the arrangements are made for a meeting place of the General Association.

On motion of Mr. Tarbell, the report was referred to the Executive Committee.

The committee appointed to confer with a committee of the State Horticultural Society concerning the decoration of school grounds, submitted the following report:

The Horticultural Society, through its committee, has made this Association the proposition that it will furnish to the schools of the State the necessary seeds, with directions for planting and cultivating them, plans for laying out and arranging flower beds, and directions for grouping shade trees and shrubbery; provided that our Association will prepare and disseminate circulars embodying their plans and directions, and urge school officers, teachers, and others to properly use the seeds furnished, and to procure the needed trees and shrubbery, to plant, and care for them.

Your committee would recommend that this Association accept the foregoing proposition, and appoint a committee whose duty it shall be to work with a committee of the Horticultural Society in maturing the plans and disseminating knowledge on the subject in such a way as to create and promote enthusiasm for the cultivation of a love for the beautiful.

We agree with the members of the Horticultural Society in recommending that school officers be urged, in connection with this question, to increase the commodiousness of our school grounds.

We also urge that this committee not only aid in maintaining the high educational standing that Indiana has achieved, but to take an advanced step, and make her a leader in this matter of decorating school grounds.

We would recommend that the committee consist of three members; with the State Superintendent; that the State Superintendent shall be chairman; that they be requested to devise ways and means for reaching county superintendents, teachers, school trustees, and people; that they prepare a stirring address on the subject, which shall be disseminated with such other matter as they deem proper; and that one year hence they make a report, to this body, of their work, with clearly laid plans for future action.

George P. Brown moved to amend the report by saying the committee on conference should appoint an "arbor day."

The President stated that, since the present committee had done its work so well, he had no hesitancy in re-appointing them. Committee, John W. Holcombe, ch'n; C. W. Hodgkin, W. M. Croan, and W. H. Elson.

TREASURER'S REPORT.

D. E. Hunter, Permanent Secretary and Treasurer of Indiana State Teachers' Association,		Dr.
Dec. 20, 1883.	To cash on hand.....	\$61 43
" 29, "	To cash from members.....	173 25
" " "	To cash from Grand Hotel.....	50 00
Amount.....		\$284 68
Cr.		
Dec. 27, 1883.	By Stationery	\$1 95
" 29, "	" Hall rent.....	40 00
" "	" Programmes	7 25
" "	" Expenses of Railroad Secretary.....	14 25
" "	" Expenses of Executive Committee	15 00
" "	" Telegram to Kentucky S. T. A.	60
" "	" Amount paid Railroad Secretary	10 00
" "	" Expressage	1 80
" "	" Amount paid Dr. Northrup.....	30 00
" "	" Amount paid W. H. Payne.....	25 00
" "	" Hotel bills of Northrup and Payne.....	10 50
" "	" Depreciated currency.....	30
" "	" Postage and drafts.....	45
" "	" Recording Secretary.....	6 00
" "	" Permanent Secretary.....	9 00
" "	" Recording Statistics, etc.....	12 00
		\$184 10
Cash on deposit		100 58
		\$184 10

The following report on resolutions was adopted :

WHEREAS, Mrs. Annie E. H. Lemon, Secretary of this Association, and one who has served in this capacity with unusual, if not unprecedented efficiency for several years past, is kept from attending the present meeting on account of a serious, if not fatal malady, therefore, be it

Resolved, That this Association, while enjoying the usual meetings and greetings, remember kindly and sympathetically Mrs. Lemon in her seclusion and suffering, and that we wish her a speedy and complete recovery.

Resolved, That as the culture of morals is one of the most important aims of the public schools, and that to this end the preservation of our school surroundings from the impure and demoralizing influences, still too prevalent, is one of the most important duties of the teacher, we therefore recommend as an essential means to that end a systematic effort for the decoration of our school grounds, and for the culture of trees and lawns; and we heartily unite with the State

Horticultural Society in its efforts to give additional impulse to this culture in the State.

Resolved, That in connection with the study of physiology, it is the duty of the teachers in the common schools of the State to instruct the pupils therein, that the use of intoxicating liquors is not only injurious to the body, but pernicious in its results upon the morals of society; and such instruction should begin in the primary department.

Resolved, That this Association is profoundly interested in the success of the proposed Educational Exhibit to be made at Madison, Wis., next July, in connection with the meeting of the National Educational Association; and urges the teachers of the State to give the Supt. of Public Instruction their active and earnest co-operation in the work of preparing a display worthy of the high reputation of Indiana among the States for strength of school organization and excellence of educational work.

WHEREAS, Death has called from the scene of his earthly labor the eminent and universally beloved educator, Prof. Samuel K. Hoshour, whose long life has been beautiful and beneficent as a summer's day; and we realize that never more will he be with us in our assemblies to interest, to instruct, and to cheer; be it

Resolved, That we think of him as one who has but passed from labor to reward; that we treasure in our hearts the lessons of his noble life; that we will ever remember his words of friendship and of counsel.

Resolved, That we recognize his great services to the cause of education in this State in the public school, the academy, the college, and the department of public instruction; and we rejoice that his devotion to the profession of teaching was crowned with such signal successes and honors as were his.

WHEREAS, Clarkson Davis, the eminent educator, the wise citizen, the scholarly man, has been called from his earthly labors to a broader future;

Resolved, That in his death the State loses an influence toward the highest scholarship, the broadest humanity, and the most generous aspirations.

Resolved, That the cause of education, whether in his college services, his private tuition, or his social conference, is stronger for his manly labor, his generous ambition, and his vigorous self-directive culture.

Resolved, That we will ever cherish his life-lesson as a worthy illustration of the possibilities of a virtuous, refined, and well directed life.

Adjourned.

JOHN S. IRWIN, *President*.

SAMUEL LILLY, *Secretary*.

ENROLLMENT

Of persons attending Annual Meeting of the Indiana State Teachers' Association at Indianapolis, Dec. 26, 27 and 28, 1883.

ADAMS COUNTY—G. W. A. Luckey, Decatur.

ALLEN COUNTY—John S. Irwin, Ella R. Willard, Martha Willard, Fort Wayne; W. T. Walker, Monroeville.

BARTHOLOMEW—Hugh S. Quick, Walter Wallace, Columbus; Samuel Wertz, Hartsville.

BOONE—H. M. La Follett, D. D. Blakeman, S. N. Cragun, Lebanon; C. E. Young, Jamestown.

CARROLL—S. I. Throckmorton, Emma B. Shealy, Ernest V. Claypool, Rosser Titlow, S. B. McCracken, Martha F. Applegate, Alice Titlow, Nannie Knight, Mary E. Brough, Cynthia Porter, Carrie Corey, Mary B. McReynolds, Delphi; B. W. Evermann, Mrs. Meadie Evermann, O. C. Sterling, J. H. Gardner, Camden; Dora B. Evermann, Burlington; Mrs. E. A. Hunt, Mrs. Mary C. Hardy, Burrows; J. W. Hamilton, Brighthurst.

CASS—Fannie Knowlton, Ella G. Knowlton, F. M. Spraker, Logansport; J. J. Mahoney, Montez.

CLARK—D. S. Kelley, Charles A. Murphy, Jeffersonville.

CLAY—Sallie Prather, Harmony; Belle E. Jones, Eaglesfield.

CLINTON—R. G. Boone, Margaret Lawrence, Rose B. Alexander, Frankfort; F. B. Clark, Colfax; Morgan Gray, Geetingsville.

DAVISS—Samuel B. Boyd, W. F. Hoffmann, Jesse Stephenson, D. E. Hunter, Washington.

DEARBORN—H. B. Hill, Anna Suter, F. D. Churchill, Aurora; Miss Jo Ahren, Lawrenceburg.

DEKALB—T. J. Sanders, Butler.

DELAWARE—D. H. H. Shewmaker, W. B. Snyder, J. O. Lewellen, Kate S. Garst, John M. Bloss, Muncie.

ELKHART—T. B. Swartz, J. H. Baer, Elkhart; C. C. Edington, Wakarusa.

FAYETTE—J. S. Gamble, J. F. Clifford, H. J. Ridge, Connersville; Hattie Manning, Groves; Josie Elliott, Null's Mills.

FLOYD—Charles F. Coffin, R. A. Ogg, D. K. Armstrong, W. T. McClure, New Albany.

FRANKLIN—M. A. Mess, Mary Carmichael, Brookville; Henry Gregory, Jr., Laurel.

FOUNTAIN—G. F. Kenaston, J. Martin McBroom, Attica.

FULTON—J. F. Scull, Rochester.

GRANT—H. S. McRae, Marion.

GREENE—Bailey Martin, Mrs. Lena Martin, Worthington; L. C. Frame, Bloomfield.

HAMILTON—W. R. Smethers, Kate B. Smethers, Cicero; Jasper Goodykoontz, Shielville; J. F. Haines, Carmel; T. B. Bartholomew, Arcadia; A. Rosenberger, Westfield.

HOWARD—Sheridan Cox, Bessie G. Cox, John W. Barnes, Oma A. Barnes, H. G. Woody, Alice Woody, Sara Ellis, J. E. Holman, Ella M. Jones, Kokomo; Adella Hobson, New London; Charles C. Duncan, Russiaville.

HENDRICKS—Rusha Hadley, Amo; M. D. Moore, Belleville; Milton J. Mallery, Danville; Lizzie Whicker, Stilesville.

HENRY—Almeda Donahoo, Ida Mullen, Miss M. Donahoo, New Castle; Tho. Newlin, Will Julian, Emma Newby, Spiceland; Clem-

ent C. Hunt, Ashland; Geo. W. Cox, Lewisville; Chas. J. Pickering, Middletown; Mary E. White, Raysville.

HUNTINGTON—Robt. G. Gillum, Morgan Caraway, Laura E. Agan, Mary W. Stubblefield, Huntington.

HANCOCK—J. M. Strasburg, Greenfield.

JASPER—David M. Nelson, Remington; P. H. Kirsch, Rensselaer.

JACKSON—Wm. S. Wood, Seymour, Amelia W. Platter, Seymour.

JAY—James O. Pierce, Red Key.

JENNINGS—E. E. Olcott, Amos Sanders, North Vernon; W. S. Almond, Vernon.

JOHNSON—Arnold Tompkins, James S. Tompkins, Franklin; Josie McClain, Greenwood.

JEFFERSON—J. A. Carnagey, Madison.

KOSCIUSKO—Mary Cosgrove, John P. Mather, J. A. Fielding, Florence Hamman, Anna Rippey, Viola Strain, Warsaw.

KNOX—Mary A. Pilard, Lou Piquett, Jo. Crofts, Lillie M. Curry, Charles Harris, Vincennes.

LAKE—W. B. Dimon, Crown Point.

LA PORTE—W. N. Hailman, LaPorte.

LAWRENCE—F. P. Smith, Bedford.

MARION—W. A. Bell, W. H. Bass, Geo F. Bass, Louisa M. Rankin, Agnes Rankin, Nellie H. Loomis, Nettie Simpson, T. J. McAvoy, W. W. Grant, A. C. Shortridge, H. S. Tarbell, J. W. Holcombe, W. De M. Hooper, L. H. Jones, Jesse H. Brown, J. J. Mills, H. B. Jacobs, Laura Donnan, Indianapolis.

MORGAN—James H. Henry, J. B. Starkey, Ella R. Tilford, Nellie Ahern, Martinsville.

MONTGOMERY—T. H. Dunn, Lizzie G. Morrison, Charles W. McClure, Ella Maxwell, Beulah I. Hills, Belle Moore, Mellie Blair, Crawfordsville; Oscar H. Berry, Ladoga; Jas. I. Hopkins, Alamo.

MADISON—Wm. M. Croan, Anderson.

MARTIN—N. H. Motsinger, Shoals.

MONROE—Mrs. E. R. Hunter, Bloomington.

NOBLE—J. A. Kibbie, Jennie H. Goodwin, Kendallville.

ORANGE—Jennie Throop, Paoli.

OWEN—Luther Melick, S. P. McClure, Cuba; S. E. Harwood, O. P. McAuley, A. D. Moffet, R. J. Aley, Spencer; Samuel Lilly, Gosport.

PARKE—J. Wesley Love, Cora E. Love, Annapolis; Elwood D. Allen, D. W. Dennis, Mrs. Mattie C. Dennis, Mary Hadley, Bloomington; W. H. Elson, W. M. Craig, Rockville; O. B. Hultz, Judson; Jesse Servis, Bellmore.

POSEY—P. P. Stultz, Mt. Vernon.

PUTNAM—J. N. Study, Mary W. McKee, M. Emma Jones, Annie Stone, H. A. Gobin, Greencastle.

RANDOLPH—F. Treudley, Union City; Jennie Will, E. H. Butler, Henry J. Cortner, C. H. Wood, H. W. Bowers, Winchester; D. M. Odle, Ridgeville; M. L. Canady, Losantville.

RUSH—A. J. Johnson, Ella S. Hill, Lizzie Binford, Carthage; A. Jones, Glenwood; James Baldwin, May Hackleman, J. L. Shauck, Mrs. R. A. Moffitt, Rushville; J. W. Ball, Milroy.

SPENCER—A. H. Kennedy, J. W. Nourse, Rockport.

SULLIVAN—James C. Black, Sullivan.

ST. JOSEPH—Elias Boltz, Mishawaka.

STEUBEN—A. B. Stevens, Angola.

SWITZERLAND—T. G. Alford, Vevay.

SHELBY—Douglas Dobbins, Shelbyville; G. H. Campbell, Fairland.

TIPPECANOE—O. M. Misley, E. R. Smith, L. L. Thompson, O. J. Craig, E. E. Smith, La Fayette; Adda C. Moon, Will. H. Nesbitt, Farmers Institute; Fannie Stretch, Battle Ground.

TIPTON—W. H. Clemmons, Dora Montgomery, Tipton; J. A. Mitchell, Ekin.

UNION—W. R. Gray, College Corner.

VERMILLION—Lillie Kilpatrick, Perrysville.

VIGO—George P. Brown, O. P. Jenkins, Ruth Morris, Charles O. Thompson, M. Seiler, Howard Sandison, W. W. Parsons, W. B. Woods, Joseph Carhart, Terre Haute.

WABASH—J. A. Mitchell, Wabash; E. M. C. Hobbs, La Fontaine.

WAYNE—J. A. Zeller, J. C. Macpherson, W. P. Pinkham, W. D. Kerlin, L. C. Boyd, John R. Sherrick, Mattie Horney, Susie Horney, J. B. Ragan, Lida D. Hadley, T. A. Mott, C. W. Hodgkin, Mrs. C. W. Hodgkin, Carrie Stubbs, Richmond; Jerome McNeill, May Trueblood, Dublin; R. Nelson, Lee Ault, Hagerstown; N. D. Wolford, Webster; W. F. L. Sanders, Cambridge City; R. W. Wood, Milton.

WHITE—G. W. Isham, Monticello; F. D. Haimbaugh, Brookston.

FROM OTHER STATES.—E. D. Bosworth, Mrs. E. D. Bosworth, Farmers City, Ill.; W. B. Wilson, Tuscola, Ill.; J. C. Ellis, Chicago, Ill.; D. Appleton & Co., New York; J. D. H. Cornelius, Adair, Mich.; E. E. White, Walnut Hills, Cincinnati, Ohio; Geo. H. Caraway, Fort Recovery, Ohio; Walter H. Smith, Falmouth, Ky.

Total enrollment. 284.

EDITORIAL.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

RECESS OR NO RECESS was a prominent question in the late State Association. In the National Association to meet at Madison, Wis., next summer, Dr. W. T. Harris is to read a paper favoring recess, and Prof. S. A. Ellis, of Rochester, N. Y., will favor "no recess." By free discussion the truth will be reached.

THE TEACHERS' READING CIRCLE, inaugurated at the State Association, on the "Chautauqua" plan, if properly conducted, must result in great good.

The Ohio teachers have started out on a similar plan, and report progress with bright prospects. The committee having the whole affair in charge is certainly a good one, and will soon be heard from.

H. S. Bowers, Supt. of Lancaster county, Nebraska, recently sent to each teacher under his supervision a circular urging them to make up clubs for juvenile papers, and in other ways cultivate a taste for good literature. He also notified his teachers that he has arranged with a number of citizens to give gratuitous lectures through the country, provided the expense can be paid. *Good!* A hint to the wise is sufficient.

"ARBOR DAY."—The Journal has for years urged the planting of trees on school grounds, and almost every fall and spring at the proper season has called special attention to the matter. Last spring it took the responsibility of naming an "arbor day," and many trees were planted as a result. As the matter has been taken in hand by the State Association and the State Agricultural Society, much larger results may be expected. It is a worthy enterprise, and directly in the line of education.

THE NATIONAL ASSOCIATION to be held at Madison, Wis., next summer, bids fair to be the largest ever held in this country. For outline of plan see another page. Indiana has been fully recognized. James H. Smart, President of Purdue, has been placed in charge of "The Exhibition of School Work," and Mr. Smart makes a success of whatever he undertakes. Success in his department is already assured. State Supt. Holcombe has charge of the exhibition for this state, and vigorous work has already been inaugurated.

The meeting of the American Froebel Institute will be held in connection with the National Association, and is under the direction of W. N. Hailman, Supt. of the La Porte schools. The number and character of persons already secured to take part in this meeting insures success beyond a peradventure.

THIS NUMBER of the Journal does not give quite the usual variety of matter to be found in other issues, but most readers will doubtless decide after reading that it is none the worse for that.

The subject of manual training in the public schools is one that is being discussed all over the country, and teachers will be glad to know the arguments *pro* and *con*. The address of Pres. Thompson is one of the strongest presentations of the side opposed to manual training yet made in this country.

The article of Supt. Tarbell, in answer to Mr. Thompson's article, is short but pointed, and furnishes food for thought.

The Minutes of the State Teachers' Association are full, and are the only adequate record of the proceedings of the association published. The history of the State Association denotes the history of

the progress of education in Indiana. Hence the value of complete minutes as a matter of history and future reference.

Answers to State Board questions have been crowded out this month.

THE STATE ASSOCIATION.

The late association was the largest ever held in the state. Elsewhere is published the names and addresses of those who enrolled, but this does not include one-half those in attendance. The hall in which the association was held will seat more than eight hundred, and it was nearly full. If all would enroll, the annual fee could be reduced to twenty-five cents, and then all who enjoy the benefits of the association would share in the necessary expenses. It is hardly fair that one-half the members should pay all the expenses. It sounds bad, it looks bad, it is bad.

The association was one of the best ever held. All of the papers were good and some of them excellent. The programme was not so much crowded as it often is, and so more time was left for general discussion, recesses, and miscellaneous matters. This was both a relief and a pleasure.

Attention is called to two new matters which the association inaugurated, viz: 1. The appointment of a committee to fix an "arbor day" and to arrange plans for planting trees and otherwise ornamenting school grounds. 2. The starting of a "Teachers' Reading Circle," to be conducted on the Chautauqua plan.

The good results that will come from either of these movements, if faithfully carried forward, will more than repay for the trouble and expense of the entire association.

The Journal wishes to thank J. F. Study and the rest of the executive committee for providing so good an association.

A NEW EDITION OF THE SCHOOL LAW.

A new edition of the school law of Indiana, edited by Hon. J. W. Holcombe, Supt. of Public Instruction, is just issued. A copy came to our table on Monday last, and the work will be immediately placed in the hands of the school officers of the state. It is the first issued since 1877, and is superior to anything of the kind that has yet appeared, combining as it does all the valuable features of preceding editions with many which are entirely new.

The introduction of the volume, which is thoroughly condensed, is an interesting presentation of the entire school system—its origin and development being briefly traced, and all its features as now constituted being given in outline. It contains the complete bibliography

of the school law, together with the names and official terms, in order, of the State Superintendents of Public Instruction and the Attorneys General.

The work itself is something more than is generally understood by its name. In its copious notes and explanations it resembles a commentary, while from its comprehensiveness and systematic arrangement it may be considered a complete code. In addition to the text of the school law, with all its amendments well arranged, are given the decisions of the courts, in connection with the sections which they interpret.

Similarly connected with the text are given Department rulings and opinions of the State Superintendents from Larrabee down, each of which is accredited to its author; also valuable opinions of the Attorneys General, orders of the State Board of Education, and resolutions by the County Superintendents' Association. In fact, the work is a compend wherein is found gleaned from every available source the information which is necessary to the effective administration of the school system. The work will be of especial value to all school officers and teachers, whose powers and duties are stated and explained more fully and clearly than they have ever been heretofore.

Evidently Mr. Holcombe's legal training has been of great advantage to him in his office of multifarious duties, which requires of its chief a various and comprehensive education and aptitude. He has not been merely a compiler. Many important questions have been decided since he entered upon the office, and the new edition contains a number of his decisions.

We would not omit to notice the taste displayed in the mechanical make-up of the book. It is seldom that legal publications appear in so attractive a form.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR DECEMBER.

- THEORY OF TEACHING.—1.** When should children begin to learn script writing? Why? 20
2. When should pupils begin the study of a text-book in Grammar? Why? 20
3. What faculties of the mind are especially active in observation? in reflection? 2, ch
4. Why should silence be preserved in a school? 20
5. Would you retain pupils after school to make up lessons? Why?

ORTHOGRAPHY.—1. What sounds compose the words *again* and *bouquet*? Write each word phonetically.

2. Into what classes are consonants divided? Give the basis of your classification and name the letters in each class.

3. What is meant by accent? Write a word which has the accent on the penult.

4. Indicate the proper sound in the following words by using diacritical marks: Grandeur, congress, guard, pastor, agitate.

5. Give the correct spelling of the following words, making proper use of capital letters: 1, pumkin; 2, geography; 3, gaige; 4, encyclopedia; 5, colege; 6, cupfulls; 7, imigrant; 8, believe; 9, conet-icut; 10, cincinnatti.

PHYSIOLOGY.—1. What is digestion? 10

2. Describe the process from the digestion of food to its assimilation. 10

3. How does exertion aid in maintaining the health of the body? 10

4. What different substances unite to make a tooth? 10

5. Give directions for the preservation of the teeth. 10

6. Draw a diagram of the heart, showing its cavities and valves. 10

7. What is the portal circulation? 10

8. Distinguish between an excretory and a secretory gland. Give an example of each. 2 pts, 5 each.

9. What is the chief function of the sympathetic system of nerves? 10

10. Name and locate the main divisions of the brain. 10

READING.—1. What is the general rule for the inflection of negative sentences and parts of sentences? Give example. 2 pts, 5 ea.

2. What may reverse this rule? Give example. 2 pts, 5 ea.

3. What should be the inflection of each of a series of nouns commencing a sentence? What of a series of nouns concluding a sentence? 2 pts, 5 ea.

4. What use should be made by the teacher of the Reader notes on authors? What by the pupil? 2 pts, 5 ea.

5. Mention ten American authors who are represented in the selections of the school readers, and state the classes to which they belong, as poets, historians, orators, etc. 10 pts, 1 ea.

GRAMMAR.—1. What must be the form of a noun or pronoun modifying a participle?

2. Write five nouns found only in the plural, and five nouns found only in the singular. 5, 5.

3. When do two or more subjects require a singular verb? 10

4. Illustrat five uses of *what*. 5 pts, 2 ea.

5. Write a compound sentence and a complex sentence, and state the difference between them. 3, 3, 4.

6. Analyze the following sentence:

"*Here rests his head upon the lap of earth,
A youth to fortune and to fame unknown.*" 10

7. Parse the italicized words in the foregoing sentence. 2, 2, 2, 2, 2.

8. Punctuate the following: life is in periods cut into strips as it were we lie down spent we rise with powers new born. 10

9. Write not less than ten lines describing some work of art. 10

10. How do you determine what part of speech any word in a given sentence is? 10

U. S. HISTORY.—1. What is the distinction between History and Biography? 10

2. What is the relation of the newspaper to history? 10

3. Give a brief sketch of Alexander Hamilton. 10

4. Give an outline history of California. 10

5. Describe the Battle of Gettysburg. 10

6. Give an account of the earliest settlements made in this country by the Dutch. 10

7. Tell the story of the invention of the Telegraph. 10

8. Name the three greatest American statesmen. 3 pts, 3½ ea.

9. Describe the agricultural and mineral resources of India. 10

10. What were the provisions of the fugitive slave law of '50? 10

NOTE.—No answer to exceed ten lines.

PENMANSHIP.—1. Describe the left position for writing.

2. Define the kinds of lines used in writing.

3. What lines in writing slant at an angle of 52°? 30°?

4. To what distance is the connecting line carried in letters with *a, d, g, or q*?

5. Analyze the letters *A, B, n, g, and t*.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked 50 to 0.

ARITHMETIC.—1. What is the difference between a *common multiple* and the *least common multiple*? Between a *factor* and a *divisor*? 5, 5.

2. If a £ is worth \$4.84, what is the value in English currency of \$96,316? 5, 5.

3. Divide $\frac{2}{3}$ by $\frac{4}{5}$ and explain the process. 3, 3, 4.

4. Can $\frac{17}{15}$ be reduced to an exact decimal? Why? How many decimal places will be in the answer? Why? 2, 3; 2, 3.

5. How many feet in a $\frac{1}{4}$ of a mile? 5, 5.

6. What will be the cost of a wall a kilometre long, a dekameetre high, and a metre thick, at \$25 a cubic metre? 5, 5.

7. Express in practical form the ratio 2:3, 3:5, 15:20, 1:9, and 6:5, reduced to lowest terms. 5, 5.
8. Find the interest on \$600 for 6 years, 6 months, 6 days, at 10 per cent. by shortest method. 5, 5.
9. A room whose width is to its length as 3 is to 5 contains 375 square feet of floor. What is the length of the room? 5, 5.
10. If a cube 2 inches on the edge weighs 1 lb., what will a like cube 4 inches on the edge weigh? 5, 5.

GEOGRAPHY.—1. What would be the climate of Indiana supposing the earth's axis to be perpendicular to the plane of its orbit?

2. What is a meridian? A meridian circle?

3. How do the winters of Puget Sound differ from the winters in the region of Lake Superior? Give reason for the difference.

4. What and where is the Sargasso Sea? Give the meaning of Sargasso.

5. About how wide is the mouth of the Amazon? Name the four longest rivers of South America.

6. What are the leading pursuits of the people of the Eastern States?

7. What part of the New England States is the higher, the coast region or the interior? Into what do nearly all the rivers of this section flow?

8. Describe the climate and vegetation of the Middle States.

9. Describe the surface of England.

10. Name five articles of import from South America. Name five articles imported from Europe.

MISCELLANY.

HARVARD COLLEGE.—The treasurer's report shows general investments of \$4.625,000, giving an income of \$248,000. Subscriptions to found new funds or increase old ones were made during the year of nearly \$100,000, while gifts for immediate use amount to \$63,000.

WABASH COLLEGE.—Peck Scientific Hall contains very fine equipments for instruction in Natural Philosophy and Chemistry. The college is just finishing the Museum of Natural History, which, in addition to the extensive Herbarium, the archæological, fossil, and mineralogical collections, includes the Lecture Room and Laboratories of Prof. Coulter. The building is a very fine one, and its several rooms fully stored with the means of practical instruction in the several branches of Natural History, make it one of the noblest of its sort in the State. The completion and occupation of this building are a sign of health and vigorous progress in the college.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The National Educational Association of the United States will hold its next annual sessions at Madison, Wis., July 15-18, 1884. The following attractions should draw a great body of teachers from Indiana :—

1. *A Fine Excursion, at Very Low Railroad Rates*, to this beautiful city of the Northwest.
2. *Cheap Hotel Rates at Madison*.
3. *Three Days Sessions* of the Association in the discussion of vital questions, by able and progressive educators from all parts of the country.
4. *Department Teaching*—Elementary, Normal, Industrial, Art, School Superintendence, Collegiate, The Council of Education—several sessions being given to each.
5. *A Woman's Evening*, to be devoted exclusively to addresses by able women from various parts of the country.
6. *A National Educational Exhibition*, under the directorship of Hon. J. H. Smart, of Indiana. School Material, Books, Literature, Art, Industrial Education, School Work, Ward's Natural History Collection, etc., in the State Capitol.
7. *A Great Mass Meeting* in behalf of Education, with addresses from distinguished representatives from foreign countries, as well as from prominent men and women of America.
8. *Cheap and Attractive Excursions* to the Lakes, the Great Cities of the Northwest, the Mississippi, Falls of St. Anthony, Minnehaha, St. Paul, Minneapolis, the great grain fields of Minnesota and Dakota in the midst of the wheat harvest season, the Yellowstone Park, the Mammoth Hot Springs, Geysers, Yellowstone River, etc., etc., Oregon, California, and the seal regions of Alaska.
9. *Three Thousand Persons* can be happily housed at Madison, and each person may know the hotel or residence where he is to room, as early in advance of the meeting as he may wish to apply. Provisions are to be made for a great Mass Meeting of Educators and their friends, in the interest of our common school cause.

Further particulars may be gained of W. A. Bell, Indianapolis, the General Manager for this State; through the Educational and other press, or any of the following officers: Thos. W. Bicknell, President N. E. A., Boston; H. S. Tarbell, Secretary, Indianapolis, Ind.; N. A. Calkins, Treasurer, 124 East 80th Street, New York.

N. B.—Make an early decision to go, and then invite your friends. All persons—teachers, business people, tourists, etc., etc., are invited.

THE INDIANA UNIVERSITY.

It would be difficult to express the feeling of amazement and grief which the news of the burning of the new college building brought to those who were intimately connected with the Indiana University. The college year of '82-'83 had closed full of hope. The passage of the endowment bill had secured a permanent if not large financial support. The corps of instructors had been strengthened. There was every where a feeling of enthusiasm and confidence for the future, and it seemed that the University was about to make a signal advance.

The fire of July 12th was paralyzing. The libraries,—law, literary and scientific,—the laboratories, the extensive apparatus in the department of Physics, the collections in the various departments of Natural Science, and the magnificent Owen Cabinet, with a few trifling exceptions, were destroyed. An outsider could not estimate the extent of such a loss. It could not be measured in money. It could not be replaced by insurance. Upon those who had used the building as a work-shop, and its treasures as tools, the loss fell like the death of a brother. The coolest man among them wished for a moment that the chariot of Elijah had followed the telegram that carried the fatal news. There was no thought, however, of despair. The Board of Trustees met at once, with President Moss, and resolved not only to continue the University, but to make it better than it ever had been. The Commissioners of Monroe county voted \$50,000 in bonds. The old students returned with unlooked for unanimity, and the Freshman class proved to be larger than for several years. A considerable library and some necessary apparatus was purchased for immediate use, and the college year opened as if nothing had happened.

Never did perseverance have a more complete justification. The work in Physics, Chemistry, and Natural Science has been necessarily restricted, though not by any means stopped, every inch of available room being occupied by laboratory students. The other departments have been scarcely embarrassed. It has been practically demonstrated that a University is not buildings and books, but men; and that its efficiency depends not upon its outfit, but upon the quality of its faculty. No one remembers a term more satisfactory in all respects than that which closed December 21st.

An excellent site has been secured, which will furnish ample room for all the buildings which the University's growth may require. Plans and specifications for two buildings,—one for the departments of Physics and Chemistry, and one for the department of Natural Science,—have been perfected, and building will proceed as soon as the weather will permit. The equipment of the former will be as

complete and convenient as architectural and scientific skill can make. The collections for the latter are making with great rapidity. More than eight thousand specimens of fishes, birds, vertebrates, fossils, algæ, minerals and casts have already been secured through the personal efforts of Profs. Jordan and Gilbert, and the donations of individuals and scientific associations. Donations have been received from Harvard, through Prof. A. Agassiz; Yale, through Prof. A. E. Verrill; Wabash, Prof. Coulter; California Academy of Science, W. G. W. Harford; Illinois State Laboratory of Nat. History, Prof. S. A. Forbes; Brookville Nat. History Society, A. W. Butler; and from the U. S. Fish Commission, through Prof. D. S. Jordan. Other associations in Europe and America have promised duplicate collections, and it is expected that in a few years the University will be as well furnished in this respect as before.

INDIANA NORMAL SCHOOL.

ANNUAL REPORT OF TRUSTEES AND PRESIDENT OF INSTITUTION.

The fourteenth annual report of the Indiana State Normal School at Terre Haute has been submitted to the Governor. The total enrollment of students for the three terms of last year reached 1,144, having grown from 142 in 1870, and the board of trustees says the school has gradually but surely been growing in popular esteem since its establishment, and has come to be regarded as an invaluable adjunct to the admirable school system of the state. The enrollment for the fall term showed that sixty-eight out of the ninety-two counties of the state were represented in the school. "The failure of the appropriation bill at the last session of the legislature," the report says, "threatened to cripple the work of our school and created embarrassment on the part of the board, as they realized the impossibility of maintaining the institution and paying current expenses from the annual appropriation of \$2,000, but this was relieved by the liberal offer of our treasurer, W. R. McKeen, Esq., who offered to advance the money required to pay all necessary expenses until the legislature should again convene."

In the report of George P. Brown, president of the faculty, he gives a table showing the enrollment every year for the past fourteen years. The number of students last year was the largest in the history of the institution. Seventy per cent were the children of farmers. The relative number of students who design to complete the full course of study is greater every term, showing an increasing determination to better prepare themselves for teaching. Reasons are given in the president's report why the state should support a normal school when there is so large a number of private schools that offer instructions

to those wishing to prepare for teaching. With the latter he says the commanding purpose is not education in the science and art of teaching, but, rather, scholarship and mental discipline. The increase in the attendance and greater number of classes resulting from the extension of the course, makes the demand for a large teaching force imperative, and he says the demand will continue so long as the school grows. The last legislature increased the fund for tuition purposes by transferring from the tuition revenue of the state an additional \$5,000, making the entire amount \$20,000 per annum. This will be insufficient to pay the annual expenses for tuition in the future, and he says an additional sum should be set apart. There are four courses of study provided—the elementary English course, the Latin course, the course for graduates of commissioned high schools, and the course for college graduates. He thinks provision should be made for those who wish to obtain a more extended scholastic education than the institution now gives. The harmony among the members of the faculty is reported complete.

PROGRAMME FOR TOWNSHIP INSTITUTES—FEB. 1884.

L. P. HARLAN, SUPT. MARION COUNTY.

1. *School Hygiene*.—(1) Conditions and aids that will best preserve, protect and promote the habits of the children. *a* Ventilation; *b* temperature; *c* neatness and cleanliness of school house, furnishings, out-buildings and surroundings. (2) Methods of teaching school hygiene. *a* Looking after the health of children personally by giving attention to ventilation, temperature, "drafts," "taking colds," etc.; *b* frequent short talks upon "health and means of preserving it," by the teacher. (3) Application of text-book instruction, etc., etc. Discussion by Institute.

2. *Model Exercise in Arithmetic*.—Subject, Interest. (1) Various rules for finding simple interest illustrated with a problem under each rule, using teachers as a class. (2) Let attention be given to statement of principles, form of question and answer, form of board-work, explanations, etc., etc.

3. *A Lesson in Elementary Sounds*.—(1) Table of sounds presented on the blackboard. (2) Sound given by teacher, class imitating. (3) Table of diacritical marks given. (4) Names and uses explained. (5) Let instructor articulate sounds and institute represent them by written characters. (6) Drill institute until members can articulate sounds correctly, and write table from memory.

4. *Work in Composition*.—(1) *a* Copying reading lesson; *b* Abstract of reading lesson; *c* description of pictures; *d* imaginary story suggested by pictures; *e* stories read for written reproduction. (2)

Letter-writing. (3) Description. (4) Narration. (5) Biographical sketches. (6) Essays, etc. (7) Criticism of work by the teacher. Discussion.

5. *Physiology*.—(1) Oral lessons. (2) Text-book instruction. (3) Aids in teaching the subject. *a* Amount of matter; *b* Order of topics; *c* Methods of teaching subject; *d* Reviews; *e* Individual application of laws of health. Discussion.

6. *Paper*.—Subject to be selected by writer.

7. *Civil Government*.—(1) Periods: Colonial; Confederation of States; Constitutional. (2) Branches: Legislative; Executive; Judicial. (3) Special constitutional provisions: Prohibitions on U. S.; *Habeas corpus*, etc.; Personal rights. (4) State governments: Relation to general government; branches, etc. (5) County government. (6) Township government. (7) Municipal government. Discussion.

8. *Methods in Class-Work*.—(1) Object of recitation. *a* Testing; *b* Drilling; *c* Instructing; *d* Correcting errors; *e* Stimulate pupils, etc. (2) The preparation on the part of the teacher. (3) Management of class during recitation. *a* Movements of class; *b* Manners and morals of teachers and pupils. (4) Points to be observed in conducting the recitation. *a* Individualize the reciting; *b* Methods by questions; *c* Methods by topics; *d* Accurate and ready expressions of thought; *e* Correction of errors. Discussion.

9. *Literary Exercises*.—Adjournment.

CENTRETON.—The teachers of Clay township held a most successful institute in Centreton, January 26th. Clay can lay claim to one of the finest township school buildings in the state and the best in Morgan county, just completed at a cost of \$5,000. Presley Smith has charge of the school at this place, with two good assistants. The genial county superintendent, E. W. Paxson, presided at the meeting in his usual good style. Those who took part in the exercises were J. M. Olcott, Presley Smith, Messrs. Reed, Chambers, Hasdrick, Baine, and Misses Ahern and Duweis. Five Martinsville teachers, headed by their superintendent, J. R. Starkey, were present; also, Mr. Duweis of Mooresville, Mr. Robinson of Monrovia, and others from outside the township. W. H. Nicholes, of Indianapolis, agent for Zell's Cyclopeda, was present and did his part well.

THE NORTHERN INDIANA TEACHERS' ASSOCIATION will hold its second meeting at Rome City, July 1st, 2d, 3d. D. W. Thomas, chairman of the executive committee, has almost completed the programme, and the attractions will be great. Independent of the association it pays to visit Rome City and Sylvan Lake.

CLAY COUNTY.—The first annual meeting of the Clay Co. Teachers' Association was held in Brazil, Dec. 21-22. The programme was a good one, and the results were certainly good. The attendance was large, the teachers who were present both days receiving pay for one. The persons from outside the county who took part in the exercises were D. W. Dennis and W. H. Elson, of Parke county; Geo. P. Brown, of the State Normal; and W. A. Bell, of the School Journal. State Supt. John W. Holcombe gave an evening lecture to a large audience. County Supt. John W. Stewart may congratulate himself on having planned a successful meeting, as well as upon the character of his general work.

WHITLEY COUNTY.—The Whitley county institute, which commenced December 31st, was one of the most successfully conducted institutes, from an educational and financial standpoint, that has ever been held in Whitley county, and we doubt not that it would rank among the first in the state. Besides the home educators, of which there were several fine institute workers, were W. A. Bell, editor of the *Indiana School Journal*, and Cyrus Smith, a popular book man, of Indianapolis. W. F. L. Sanders, of Cambridge City, worked most acceptably the whole week, and gave us evening lectures. Rev. David Swing, of Chicago, and Judge L. D. Thoman, Civil Service Commissioner, Washington, D. C., gave evening lectures. * * *

DE PAUW UNIVERSITY *nee* **ASBURY UNIVERSITY** is now the best endowed educational institution in the state. On January 17th, all the conditions having been complied with, the magnificent endowment offered by the Hon. W. C. De Pauw was made sure, and the name of "Old Asbury" was changed to De Pauw.

Asbury, while a university in name, was only a college in fact. The new institution will be a university in fact and "Asbury College" will be retained as one of its departments. With new grounds and new buildings, and an endowment fund of \$350,000 and more in sight, De Pauw University will take its stand in the front rank of American universities.

EARLHAM COLLEGE.—Profs. Calvin Pierson and Alpheus McTaggart, of Earlham College, have tendered their resignations, to take effect at the close of the present school year. These gentlemen have both been connected with the college for many years and are highly respected by all who know them. It is understood that these resignations have come about on account of differences between the Board of Managers and the parties named, and that there is nothing whatever derogatory to the scholarship, teaching ability, or christian character of either of the gentlemen; neither has the election of J. J. Mills as president of the college any connection with the matter.

Miss Aurette Hoyt, for many years a prominent teacher in the Indianapolis schools, but who has for several years past devoted herself to the cause of temperance, died recently in the prime of her life from over-work. She was an earnest christian woman, and gave her life for the cause she loved. At the time of her death she was secretary of the State Temperance Council, and associate editor of the *Monitor Journal*, the temperance organ of the state. Miss Hoyt had no equal in the state as an organizer, and she worked unceasingly. "She hath done what she could."

William M. Croan has resigned the superintendency of Madison county, and accepted a position in a normal school at Shenandoa, Iowa. Mr. Croan was one of the most energetic, wide-awake and efficient superintendents in the state, and Indiana could ill-afford to spare him. The Journal congratulates Iowa on the acquisition of so valuable an educational worker, and wishes Mr. Croan eminent success in his new field of labor.

MONROE COUNTY.—The institute in this county began December 17th. The attendance was fair and the attention was good. The work was done chiefly by Eli F. Brown and Miss Kate Huron. H. B. Brown was present one day, and did some very acceptable work. W. A. Bell was also present and did some work. Supt. J. M. McGee had his work well in hand, and deserves commendation for his skillful management.

CENTRAL NORMAL, DANVILLE.—Our school is doing remarkably well; attendance is large; our regular classes are strong; new recitation rooms have recently been added; another large residence is being erected for school purposes. We are free from debt and own all the school property; prospects for the ensuing terms are excellent. *

INDIANAPOLIS.—The high school graduated a class of 9, January 29th. This is the first mid-year class graduated. The plan of promoting children twice a year instead of once a year has many advantages, but a slight disadvantage is, that it makes it necessary to graduate two classes a year.

ARCADIA.—The teachers of the Arcadia schools, T. B. Bartholomew, Principal, Mr. Warner, Miss Conner, and Miss Blount, each received a handsome Christmas present from the pupils. The incident was a pleasant one, and indicated the good feeling between teachers and pupils.

HANCOCK COUNTY held an interesting and profitable association at Greenfield, December 22d. It was decided then to make an exhibition of school work in the spring. Properly managed such exhibitions must result in good. Supt. A. R. Smith has his county work well in hand.

ANSWER.—The usual abbreviation for bushels is bu., but bus. is sometimes used.

MARTINSVILLE.—The schools are full and doing well under the direction of J. R. Starkey.

SPENCER.—Good reports come from the Spencer schools under the superintendency of S. E. Harwood.

The *Practical Teacher* of Chicago, W. L. Klein & Co., publishers, has been removed to Minneapolis.

ALLEN COUNTY will hold its annual institute beginning February 18th. Jerre Hillegass is county superintendent.

Harvard College has 931 students, one-fifth of whom are from the Middle States and one-ninth from the Western States.

The Delaware County Educational Association will be held in Selma, February 9th. A good programme is presented.

KOKOMO.—The Kokomo schools, from the primary to the high school, celebrated Whittier's 76th birthday, December 26th.

Ginn & Heath, Chicago, are doing a good work in publishing "Classics for Children." It furnishes the best literature at the lowest price.

Mrs. J. E. Harritt has charge of the English Department and Elocution, auxiliary to the Bryant Business College, 16 Bates Block, Indianapolis.

STILL ANOTHER.—C. M. Lemon, of Ladoga, is about ready to issue the first number of a new educational paper in connection with the normal school of that place.

AZALIA.—The school at Azalia, under the charge of A. H. Baily and Rhoda Parker, is in excellent condition. The community appreciate a good school and sustain it.

The Normal Collegiate Institute, located at Lexington, is under the direction of A. Newton Munden. Full information concerning the school can be gained from "The N. C. I. Quarterly," edited by the principal.

Thos. J. Bryant has bought out C. C. Koerner, and the two Business Colleges have been consolidated in the When Block, the location of the old Indianapolis Business College. The school is called Bryant's Business College.

The School News, a paper which is truly what its name indicates, should be in the hands of both teachers and pupils. The January number is full of valuable information. It is published at 50 cents a year, by Henry D. Stevens, Indianapolis.

The Current is the name of a new literary paper recently started in Chicago. One of the editors is G. C. Matthews, late of the *Indianapolis News*, whose literary taste and ability rank high. *The Current* is "clean" and deserves a liberal patronage.

PERSONAL.

Will A. Davis is *the* man at Coesse.

J. W. Love is the man at Annapolis.

D. V. White holds the helm at Laud.

John Rose holds sway at Waynesville.

Will Munger holds the reins at Larwill.

M. L. Galbreth is principal at Collamer.

Wm. J. Speer is principal at South Whitley.

A. H. Baily is principal of the Azalia school.

L. G. Saffer is principal of the Selma schools.

E. C. White is principal of the Boswell schools.

James C. Humphreys has charge at Churubusco.

Will. P. Hart is principal of the Versailles schools.

H. S. Quick has charge of the schools at Jonesville.

F. D. Harger directs the young ideas at Walesboro.

G. W. Bell is making a success of the Monrovia schools.

Emma R. Clark, a graduate of Earlmam, is principal of Sand Creek Seminary.

W. N. Hailman and Eudora Hailman will hold a kindergarten summer institute at Pa Porte.

W. F. L. Sanders, author of an English grammar, is doing good work as superintendent of the Cambridge City schools.

A. T. Reid is serving his second year as principal of the Dayton schools. The schools are fuller and in better condition than ever before.

J. C. Kinney, formerly of Ohio, is superintendent of the Columbia City schools. He was a prominent worker in the late county institute held there.

Dr. A. D. Mayo, of Boston, made the principal address at the Kentucky State Teachers' Association—subject, "Building Schools in the South."

State Supt. J. W. Holcombe will read a paper at the National Association in the Department of Superintendence on "Supervision of the Country Schools."

J. L. Rippetoe is serving his fifteenth year as superintendent of the Connersville schools, and the schools are fuller than ever before, and were never more popular.

J. M. Towers is the Indiana agent for E. H. Butler & Co., with headquarters at La Fayette. Mr. Towers is an agreeable gentleman and represents some excellent books.

Hon. E. E. White recently did some educational work in Pennsylvania and the East that was highly appreciated. Dr. White always does good work and never fails to please.

A. C. Goodwin, former superintendent of Clark county, is still principal of the Owensboro, Ky., schools. He was chairman of the committee on resolutions at the Kentucky State Association, recently held.

Sheridan Cox, Supt. of the Kokomo schools, was vigorously *caned* by his teachers on the occasion of his fiftieth birth-day, December 20th. Sadie Clendenning made the presentation speech, and it was a happy one.

John Cooper, Supt. of the Evansville schools, missed the late meeting of the State Association on account of sickness. He is one of the charter members, and has lost but few of its sessions. Good reports reach us from the schools under his supervision.

Prof. H. B. Boisen, for several years a member of the faculty of the State University, recently died at his home near Princeton, N. J. Prof. Boisen's specialty was the languages—especially the modern languages. He was one of the best instructors ever in this state. He was exceedingly sensitive and sometimes excentric, but he was the embodiment of honor, and all in all he was a noble christian gentleman.

J. J. Mills, who has been for many years assistant superintendent of the Indianapolis schools, has just been elected President of Earlham College, at a salary of \$2,500. Mr. Mills has exercised a healthful influence over the schools, and his indefatigable labor has done much toward bringing them to their high standard of efficiency. He will not enter upon his new duties till the beginning of next school year. He will make for Earlham a first-class president.

GEMS OF THOUGHT.

Live with mean people and you will think life is mean.

To see what is right and to do it not is want of courage.

Our confidential friends have not so much to do in shaping our lives as the thoughts have which we harbor.

Let a man learn that everything in nature, even moles and feathers, go by law and not by luck, and that which he sows he reaps —
Emerson.

A good book, whether a fiction or not, is one that leaves you farther on than when you took it up. If when you drop it it drops you down in the same old spot, with no finer outlook, no clearer vision, no stimulated desire for that which is better and higher, it is in no sense a good book.—*Anna Warner.*

Fill up each hour with what will last
Buy up the moments as they go;
The life above, when this is past,
Is the ripe fruit of life below.

Do not look for wrong and evil,—
You will find them if you do;
As you measure for your neighbor,
He will measure back to you.

Look for goodness, look for gladness,
You will meet them all the while;
If you bring a smiling visage
To the glass, you meet a smile.

[*Alice Cary.*]

Go show the bee that stung your hand,
The sweetest flower in all the land;
Then, from its bosom, she will bring
The honey that will cure the sting.

[*Mrs. S. M. B. Piatt.*]

He who waits to do a great deal of good at once, will never do any good.—*Dr. Johnson.*

Seven hours to law, to soothing slumber seven,

Ten to the world allot, and all to heaven. [*Sir Wm. Jones.*]

Perhaps Christmas does more than any other one institution to keep that old-fashioned virtue, loving-kindness, alive in the world.
—*Chas. Dudley Warner.*

BUSINESS NOTICES.

Teachers, for *Situations* or *Higher Salary*, address, with stamp for application blank and a copy of our "School Journal," NATIONAL SCHOOL SUPPLY BUREAU, 87 Fifth ave., Chicago, Ill.

12-4t

PAY UP!—This is not a *dun*, only a "reminder." With but few exceptions those persons whose names are on our "unpaid" list are *expected* to pay up by the Holidays. That was the understanding. Do not forget it.

ACTON NORMAL.—The third year of the Acton Normal School will open March 24, 1884. For particulars, send for Catalogues.

2-2t

N. W. BRYANT, Acton, Ind.

OLNEY'S NEW GEOMETRY. *Just published.*

CYRUS SMITH, Agent, Indianapolis.

A COMPLIMENT FOR ZELL'S ENCYCLOPEDIA.—Spencer, Ind., Jan. 8, 1884.
W. H. Nicoles, Indianapolis: Dear Sir—I have examined Zell's Condensed
Cyclopedia. It is one of the best reference books for the country schools that
I have ever seen. I had 60 copies put into my schools. There are about 85
copies in the county in the school-room. They are well liked by both teacher
and pupil.

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Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his
duty to make it known to his suffering fellow-men. Actuated by this motive and a desire to relieve human suffer-
ing, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full direc-
tions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. FERN, 120
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50 pretty floral merit cards and 150 credit cards, price per set \$1; half set 60 cents; samples 25c. 600 new de-
signs of beautiful chrome and floral school reward cards. No. 2, birds and flowers, small sizes, prices per dozen
5c; No. 3, animals, birds, etc., 5c; No. 14, hands, baskets, and flowers, 10c; No. 45, lilies, flowers, etc., 12c;
No. 34, pinks and roses, 10c; No. 30, medium sizes, girls, boys, and flowers, 15c; No. 13, hand bequest, 15c;
No. 43, roses, forget-me-nots, etc., 30c; No. 17, blooming roses, 15c; No. 56, roses, strawberries, etc., 15c; No.
9, blooming roses on golden card, 30c; No. 44, hands, bequest, flowers, etc., 20c; No. 62, large sizes, birds
and flowers, flowers, etc., 20c; No. 11, full blooming roses, lilies, etc., 30c; No. 50, ladies' all-purposes and flowers,
35c; No. 12, variety of flowers in baskets, 20c; No. 50, variety of birds, flowers, branches, etc., 25c; No.
52, spring, summer, fall, and winter, 25c; No. 33, full blooming roses, daisies, etc., 25c; No. 3, pinks, pinks
and lilies on gold card, 40c; No. 54, variety of flowers, children, rabbits, etc., 40c; No. 23, large roses and
flowers, 50c; No. 78, full blooming roses on gold card, 50c; No. 37, book marks, variety of birds and flowers,
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lowing liberal offer for the New Year: The person telling us
the longest verse in the Bible, before March 1st, will receive a Solid
Gold, Lady's Hunting Cased Swiss Watch, worth \$40;
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Book, a Case of 25 articles that the ladies will appreciate,
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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

MARCH, 1884.

No. 3.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

III.

SAMUEL LYMAN RUGG.

THE most learned men are not always the most practical or the most distinguished in their public services. In very many instances in our history, men who have never enjoyed the advantages of a collegiate education have become leaders in the political, the religious, and the educational world. By their natural abilities, integrity, and force of character, they have attained the honors to which they were led by a laudable ambition. Such a man was Supt. Rugg, the subject of this sketch. He was not a collegian. He was never engaged in the profession of teaching. Yet of the number of noble and talented men who have stood at the head of Indiana's Department of Public Instruction, he ranks with the ablest and best.

SAMUEL LYMAN RUGG was born in Oneida county, N. Y., ———, 1800, and passed his youth amid the picturesque scenes of that region. In the village school at Waterville he was an apt and faithful pupil, and here he prepared himself for college. The death of his father caused him to change his plans. Having a natural fondness for machinery and mechanical construction, he took his place at the forge of the village smithy.

With something of the spirit which animated Burritt and Collyer, he continued his reading and study. He developed a marked business capacity, which was recognized by his employer and patrons. In '25 the Erie Canal was opened, and an immense emigration commenced from New England and the Empire State to the West. In this memorable year Mr. Rugg removed to Cincinnati, where he was employed in a large cotton thread factory, of which he was soon given entire control. Here he exhibited high executive ability. He was a thorough machinist, a clever salesman, a skillful accountant.

Preferring the life of a man who owns his capital, be it even a small, remote farm, Mr. Rugg retired from the factory in '32, and removed to Indiana. He entered a tract of government land in Allen county, to the south-east of the town which had grown up about old Fort Wayne, and set about improving his property with commendable diligence. He was naturally public spirited. Allen county was too large, and a subdivision became necessary. Mr. Rugg was not slow to move in the matter. In '36 he drafted a petition to the General Assembly for the creation of a new county in the south-east. In response to this memorial Adams county was formed. In the location of the county seat, Decatur—his home—was chosen as the most suitable place. His possessions at once became valuable. In the same year he was elected county clerk and recorder—a position for which probably no other man in the county was so well qualified. The office of clerk he held for eighteen years, that of recorder being detached from it, after a time. Mr. Rugg's exceptional business talent was recognized in this extended trust, but the secret of his popularity lay in his integrity, generosity, and public spirit.

In '54 he was nominated upon the democratic ticket for State senator from Allen and Adams counties, and was elected. Few assemblymen have filled a term of service more acceptably than Senator Rugg. While he seldom made extended speeches, he was recognized as one of the most practical, careful, and diligent members of the Legislature.

In '58 he was nominated by his party for the office of Superintendent of Public Instruction. His selection at this time was

most appropriate, and was the wisest that could have been made. What was then most needed was not a professor, but a thorough business man, a man of legal knowledge, a financier. Being successful in his candidacy, Mr. Rugg entered upon the duties of his office in February, '59, on the retirement of Dr. Larrabee.

The Common School Fund of the State amounted to nearly four million dollars and was held, in various amounts, in many different hands. An amount of over eleven hundred thousand dollars was distributed for safe keeping among the counties; the rest was unproductive. The counties were required by law to make good the amount received, should any be lost, and also annual interest at seven per cent. The revenue arising from this fund, together with that raised by taxation, was to be annually apportioned by the State Superintendent, he being apprised of the amount ready for apportionment, through the reports of local officers. The safe keeping of so large a sum of money, distributed among so many persons, and the faithful collection and application of the interest arising from it, could be secured only by the simplest and wisest possible system of accounts and the prompt rendering of reports. Instead of this, however, the system was ill-advised and unnecessarily intricate; and as thousands of the officers concerned were unskilled in accounts, many being grossly ignorant men, the result was simply chaotic.

The counties did not make good the losses of the amounts entrusted to their keeping, but were indebted to the Fund to the amount of nearly thirty-two thousand dollars, which they had wasted. The licensing of the liquor traffic had been expected to add to the school revenue annually about two hundred thousand dollars. In one year there was received from this source less than fifty thousand dollars. The deficit resulting from disregard and evasion of the law amounted to more than one hundred thousand dollars. There was a practice manifestly illegal but less disreputable, which seems to have been as extensive as the State itself, and under which the revenues melted away. The auditors and treasurers of perhaps all the counties deducted fees from these revenues. They appeared to satisfy their consciences in the matter, when it was investigated, claiming that custom made law,

and that without deducting such fees they would be inadequately paid for their services. Not only was this practice general, but also of long standing. From a remote period under the old constitution—for more than a quarter of a century, at all events, the revenues had suffered from this constant drain. As I have stated, a vast amount of the common school fund remained unproductive of revenue; and as it could not constitutionally be diminished, was of no assistance whatever to the schools.

All this was not all. From the establishment of the office, no State Superintendent had apportioned the school revenue aright.* As it was impossible to obtain reports in time from all the counties, the amount ready for distribution must be a matter of guess-work; and care must be taken that the estimate fall within rather than without the true limit. As a result, a residue remained annually in the State treasury, and was never returned. These residues amounted at one time to about three hundred and four thousand dollars; and all the while the schools were suffering from insufficient means.

But even this was not all. Of the amount reported and apportioned, much was never accounted for by the trustees. In one year an amount exceeding two hundred thousand dollars was expended and not accounted for. In that year one hundred and fifty-nine of the trustees failed to make any report to the county auditors, and no one could know their disposition of the money they received. Thus we see that the money which should have been ready for distribution was never fully reported; that of the amount reported, a considerable part was never apportioned; and that of the sum which was apportioned, a large amount was never again heard from. Had this state of affairs continued, the time when we should have derived no benefit from the common school fund worth mentioning at all would have been simply a problem in arithmetical progression.

Besides the Common School Fund, the Congressional Township Fund, amounting to over two million dollars, was devoted to the use of the schools of Indiana, but under a different system.

*This evil by no means commenced with Supt. Larrabee's term. Before that time the State Treasurer had been *ex-officio* Supt. of Public Instruction.

One section of each congressional township had been granted by Congress for the support of schools in that township. The fund consisted of the proceeds of the lands which had been sold, and the lands which had not yet been disposed of. The trustees of the civil townships were in charge of such lands and money. The latter was to be loaned, the principal secured from diminution, and the interest applied to the support of the schools. Often the congressional township formed parts of two or more civil townships, and confusion in accounts resulted. Fees were deducted from the income, for the care and improvement of lands and the management of moneys. Losses of money loaned were of occasional occurrence. In fact, the results were scarcely more satisfactory than in the case of the other fund.

Such was the financial condition of the school system in the time of Supt. Rugg; and in stating this condition, I am but stating the result of his labors; for it is due to his untiring zeal that these facts were brought to light.

Six hundred and fifty reports were annually due from the various local officers to the Department, and there were nearly fifteen thousand other reports, concerning schools, school revenues and school funds, with which these six hundred and fifty must agree. The common neglect of officers to make their reports promptly, and their occasional failure to make them at all, were not the only difficulties in the way of the superintendent. Those which were received were very commonly incorrect in some particulars. They would not balance. It was the work of the Department to trace out the errors. In doing this, a single sheet might require hours of toilsome study. When the error was traced, the report was generally returned to the sender for correction; and when the officer making the report found himself utterly at a loss to explain the discrepancy, as often happened, Supt. Rugg would generally visit the county whence the report came, and investigate the books at the county offices in person.

Those who expected to find in Supt. Rugg merely an accountant were agreeably disappointed. While never assuming the character of a teacher, he adapted himself to all his duties

with earnestness and with success, availing himself of the suggestions of leading educators on many points.

He urged upon the Legislature the propriety of making an allowance of money to cover the expenses of county institutes and of the State Teachers' Association, and suggested for each purpose the amount of one hundred dollars per session. Half of this amount has since been secured to the institutes, but the other part of his plan has always been disregarded. He arranged for the publication of his Department rulings in the *Indiana School Journal*, which thus became the organ of the office. He protested forcibly and repeatedly to the Legislature against the provision of the school which authorized the pernicious practice of electing teachers by vote of patrons at school meetings, and pointed out the evils to which it led. He proposed plans and estimates for a State Normal School, which he earnestly desired to see established. He presented a scheme for the extension of the duties of county examiner to those of a county superintendent of schools, pointing out the necessity for efficient supervision. His reports are among the most interesting in the files of the Department. None of the plans which he suggested to the Legislature are left incomplete or indefinite, but all are fully considered and developed in detail. They had at the time the freshness of novelty which they do not now possess, since many of them have been incorporated into the school system. But in his treatment of the finances he is unrivalled. His plans for the collection, the distribution and the productive investment of the funds show him to have been an economist of rare merit.

In '60 he was again the candidate of his party, but was defeated by the accomplished and admired Fletcher, who succeeded him. When the life of that noble man went out before its noon, and in the splendor of its advancing day, the venerable preceptor of the great War Governor was appointed to fill out the unexpired term.

In '62 Mr. Rugg was again elected; and as Dr. Hoshour retired in November of the same year, he re-entered at that time upon the work of the Department. Again he addressed himself to the task before him. There were at least four thousand letters

to answer, during the term. He was arduously employed in correcting the reports. His salary was absurdly small. He was allowed but a single clerk, and at very low wages, while he could have kept four men besides himself busily employed in Department work. Till late at night the light shown brightly from his office window in the Blackford block. He was not satisfied with rectifying the reports for the current years, but extended his investigations of errors, year by year, back to '42, when the old school law had been in force. The labor which this investigation demanded seems herculean, but it was completed, and the work submitted. As the statute of limitations was no bar to the recovery of large sums misapplied, the school funds were augmented by a very considerable amount. More than this, the State was awakened to the importance of a general reform in the financial administration of the system. He drew up a scheme for the better organization of the Department. He desired it to consist of a State Superintendent, a Deputy State Superintendent, a chief clerk, a second clerk, and a messenger. This scheme has never been fully realized, though the Department has been placed upon a much better footing as to appropriations.

Supt. Rugg issued reports to the Governors in '60 and '64, and to the General Assembly in '61, '63, and '65. He retired from office in the latter year. Subsequently he removed to Huntsville, Alabama, and died at Nashville, Tenn., at the home of his son, March 28, '71. His remains were brought back to his old home, Decatur, where a beautiful monument marks his tomb.

PROGRESS OF KNOWLEDGE.—The overcoming of isolation in the multitude of particulars, by flashes of identity, is the progress of our knowledge in one direction; it is the satisfaction that we express when we say we can understand or can account for a thing. Lightning was accounted for when it was identified with the electric spark. Besides the exhilarating surprise at the sameness of two in their nature so different and remote, men had the further satisfaction of saying that they learned what lightning is. Thus by discoveries of identity we are enabled to explain the world, to assign the causes of things, to dissipate in part the mysteriousness that everywhere surrounds us.—*Bain.*

THE ENGLISH LANGUAGE.

SOME SUGGESTIONS FOR LESSONS IN ENGLISH COMPOSITION.

BY E. E. SMITH, PURDUE UNIVERSITY.

By the preceding work it will be seen that there has been had in view the manifestation of the child's ability to think and to express his thought in words, in such a way that he will become conscious of his powers and will acquire confidence as he becomes more skilled in their use; such an arrangement of the exercises that the necessary practice is both entertaining and instructive, and that the child may have the stimulus of a victory over difficulties through a growth of which he is made conscious by degrees; and the gradual leading of the pupil, in his oral language-work, to see the propriety of *order*, the proper *sequence of events*, and the helpfulness of *system*, in the arrangement of what he has to say.

The method, heretofore, has been entirely oral for several reasons: first, the child could not write the sentences composed at the beginning of the work, even if it were desirable; secondly, the attempt to write thoughts to go before the eyes of others, when he is not conscious of his ability to do so creditably and has not acquired some degree of ease in putting forth his ideas, would have a tendency to discourage the pupil; and thirdly, because the purpose of this work is not to task the mind, but to interest and awaken it.

When beginning the work suggested below, the pupil is supposed to know how to write with the slate-pencil or lead-pencil and to have become, relatively speaking, natural and fluent in the use of words which he understands.

•II. WRITING WORDS AND SENTENCES. a. Objects.

- (1) To increase the child's vocabulary.
- (2) To teach it to write thought as well as to read and speak it.
- (3) The acquiring of neatness and accuracy in the expression of thought upon the slate or scratch-book.

(4) To add to the pupil's knowledge of sounds and of the printed form, the knowledge of script form, and to associate all of these more definitely with the actual object and with its mental image.

(5) To teach variation of expression.

(6) To lead the child to self-thought, self-dependence, and self-expression.

(7) To have the child recognize and feel that *the sentence is the picture of its thought* and to note a defect in its form as quickly as he would a blot upon a drawing or painting. He should be so trained that he will become as sensitive to the one as to the other, as well as observe excellence in each with equal readiness.

b. Methods.

(1) The teacher writes names and qualities of familiar objects in vertical lines:

horses	gray	calves	red
ponies	white	slates	brown
dogs	spotted	hats	black

These are to be copied by the pupils on their slates or scratch-books. Each pupil should have a sponge or eraser and be permitted to correct any error he may find in his work, before it goes into another's hands. With this, as with the other exercises, there should be criticism by the pupils of each other's work—the slates finally going to the teacher for supervision.

(2) Short sentences may next be prepared, containing one word in each column and some other word or words; thus,

[Teacher]. Horses are white. Boys wear brown hats.

[Pupils]. Ponies are white. Spotted dogs run rabbits. Papa owns red calves. I never saw white slates, etc.

(3) The pupils may be required to prepare a given number of sentences from certain catch-words placed upon the board and copied at the head of each slate; as, *girls, cake, good; men, old, cane; pig, boy, runs*. From these may be required six sentences and requested as many as each pupil can compose without help; as, Girls love good cake. Girls make good cake. Good girls make cake. The old man has a cane. The man has an

old cane. The boy runs and the pig runs. The boy runs the pig. The pig runs the boy, etc.

(4) Short sentences may be taken from the Reader and certain words omitted. The pupils are to put others in their places. *Ex.* John is a — boy. The dog — him. The dog barks at the — and the —. It is very — for a — to be tardy.

(5) The pupils may be required to copy sentences from the Reader so as to acquire the habit of using correct arrangement, capitals, punctuation and spelling.

(6) Short sentences from the Reader, simple proverbs, or a line of poetry, may be dictated slowly and distinctly and the pupils required to write, capitalize and punctuate them.

(7) Sentences with elements omitted may now be given and the pupils required to insert or add words, then phrases, then clauses. Thus: I wish — books. — wishes new shoes. Mr. Jones — nice paper. Do you like good —? (Explain this work). May went — — —. John fell — — —. Mr. Brown trims trees. — — —. I will go to Mr. Bell's when — — —. He saw six pigs as — — — — —. Squirrels live where — — —.

(8) Sentences may now be given containing words for which synonyms are easily found, the pupils being required to substitute the synonyms. No definitions to be required. Thus: Here are some *small* boys. He saw six *big* boys. The *child* crawls on the floor. This is a *fine* day.

(9) The teacher may now give a reasonable number of questions having a definite arrangement, and bearing upon a common subject, the answers to which the pupils are to write in order, after having placed the subject at the head of the slate or paper. Thus:

1. Did you ever have a dog? 2. What was his color?
3. What kind of a dog was he? 4. What could he do? 5. What became of him?

MY DOG.

I once had a dog. He was brown all over except his feet, which were nearly white. He was a nice dog. He could run

the pigs and chickens, and could catch rabbits. He is at home now. I would not like to lose him.

(Signed)

EDDIE CRAIG.

[Notes]. (1) Proceed very gradually in your work, varying it only as interest and progress demand. See that exercises are provided beforehand for each lesson, for work while other classes are reciting, and for the next day's recitation.

(2) Use such sentences as require only the comma, period, and interrogation point.

(3) See that capitals are properly placed and words correctly spelled.

(4) Require no formal rules for capitals or punctuation.

(5) Direct the attention chiefly to the form of expression, but also now notice the substance somewhat. Do not cramp any child's imagination further than may be absolutely necessary. Encourage individuality of expression, and everything in the way of invention of thought. Get up a generous emulation.

(6) Have pupils criticise each other's work under your supervision.

[To be continued.]

A METHOD OF TEACHING LITERATURE AND GEMS OF THOUGHT IN GRADED SCHOOLS.

KATE V. JOHNSON.

[The following is written at the request of the Editor, who witnessed some excellent work in Miss Johnson's school.]

THE time given is from 10 to 15 minutes each day. A selection is placed upon the blackboard by the teacher, and the attention of the pupils is first called to the meaning of such words as may be unfamiliar; then, to their actual sense in the extract, and again, to their probable relation to something that may have preceded. The figures of speech are explained, the sentiment discussed, each pupil being expected to advance such crude ideas as he may have; the teacher's idea being accepted as authoritative. The attention is directed to the correctness of the construction of the sentences, and the elegance of diction.

Now, they are ready to read. By the time it is *well* read in concert, it is committed to memory, consequently there is no need to require the selections to be committed.

A knowledge of the author is obtained by means of a composition, thus accomplishing two ends.

Each alternate week, a concise account of an author is given to the pupils, by the teacher, and they are expected to re-produce it, at once, in the form of a composition; constructing their own sentences from the previous instruction. This precludes the possibility of a *copied* composition, and fixes the main facts firmly in their minds; as, after examination, the pupils are required to correct all errors.

After a sufficient number of selections have been thus learned, they are made use of in a variety of ways. We have recitations in concert, individual, and in section; each section selecting an author.

At one time, a pupil is called upon to tell all he knows of a specified author, at another, to relate some one fact, and as many as are ready to do so, a different one.

Again, one pupil is sent to the blackboard, to write an extract, and another to write a short biography; this work being carefully criticised as to spelling, punctuation, capitalization, etc., by those remaining in seat.

Should the date of the birth of an author be contemporaneous with any important event, the attention is directed to it, e. g., 1807—the birth year of Longfellow and Whittier, and Robert Fulton's steamboat.

These methods—composition excepted—may be used as well in the primary as in higher grades.

If, as has been truly said, we, by this work give our boys and girls, the best thoughts of the best men and women who have lived, we can not be too grateful to those who have enabled us thus to develop a true love for the beautiful, in the youthful minds entrusted to our care.

The following are some of the "gems" committed this year:

Habit is a cable ; we weave a thread of it each day, and it becomes so strong we can not break it.—*Horace Mann.*

Oh, never from thy tempted heart
Let thine integrity depart !
When disappointment fills thy cup,
Undaunted, nobly drink it up !
Truth will prevail, and justice show
Her tardy honors,—sure though slow.
Bear on—bear bravely on.—*Thos. Buchanan Read:*

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.—*Benjamin Franklin.*

Character into which right principles are implanted at its first forming, is impressed indelibly.

“Like the vase in which roses have once been distilled ;
You may break, you may shatter the vase if you will,
But the scent of the roses will hang round it still.”

—*Thomas Moore ; “Farewell.”*

There is no substitute for thorough-going, ardent, sincere earnestness.—*Charles Dickens.*

It is the greatest courage to be able to bear the imputation of the want of courage.—*Henry Clay.*

The man who seeks one thing in life, and but one,
May hope to achieve it before life be done ;
But he who seeks all things wherever he goes,
Only reaps from the hopes which around him he sows,
A harvest of barren regrets.—*Owen Meredith ; “Lucile.”*

Heaven is not reached at a single bound ;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

I count this thing to be grandly true :
That a noble deed is a step toward God,—
Lifting the soul from the common clod
To a purer air and a broader view.

—*J. G. Holland ; “Gradation.”*

Little minds are tamed and subdued by misfortune, but great minds rise above it. — *Washington Irving.*

MADISON, IND.

BENEFITS AND DISADVANTAGES OF CONCERT READING.

BY THE AUTHOR OF "PRESTON PAPERS."

PERHAPS no method of recitation has more striking benefits, as well as disadvantages, than this; so while it should be used it should not be abused or overdone. Like some teachers it is a grand assistant, but a poor principal; and while I warmly urge its use in connection with individual reading, I would just as strenuously oppose its superseding the same. My own methods have been somewhat varied in order to adapt them to the wants of different pupils or classes; but as a general thing, after the regular lesson for the day has been read by single pupils, (or when I want to anticipate the advance lesson), I have had it re-read by the class, or by divisions of the class which has been separated into groups of two, three, four, or any convenient number, and each group would read a part, then all unite on the whole lesson.

And sometimes I have been surprised to see how readily a whole class that has had some drilling in this method would take an entirely new subject for impromptu reading. If I found anything outside of the Readers in use, which I wanted them to read, I copied the selection on the blackboard and let them first read it in concert. Its benefits are,—

1. *Improved "expresion."* I think this may be owing to the feeling of safety there is in numbers; for it is true that there are yet, very many boys and girls who *know how* to read better than they dare! This method is a boon to the really timid ones, who are too bashful to control their voices properly when reading alone, but who gain confidence to do what the entire class does at the same time.

2. *Improved time.* Those who read too rapidly are held in check by the volume of voices, while those who are usually too

deliberate in voice movement receive an unconscious (perhaps) impetus and life that, by practice, becomes habit.

3. *Economy of time.* Five, ten, twenty or more can do the same amount of work in a given time, that one would do if reading alone. Economy of time, even in the school-room and the reading class is not to be despised by the 19th century American.

4. *Opportunity for general criticism.* No one will be hurt or offended if I say, "Some one was a little behind on that last paragraph. Some one is in too much of a hurry. Some one's tone is not quite pure enough on this passage. Some one's voice is keyed too high;" and it will make each one watchful.

On the other hand, unless judiciously managed and proportioned, concert reading may,—

1. *Develop crippled readers.* Those who will get to depending on the mass for direction in tone, time and style.

2. *Create careless readers.* Conscientious pupils will make as great an effort to do well in a group, as if reading alone; others may think it does not matter, so long as they are not reciting individually, and not take as much pains as when reading alone.

3. *Make monotonous readers.* In reading, as elsewhere, teaching *en masse* tends to check individuality and promote machine work.

These are the more noticeable effects of concert reading, as I have observed them in an experience of twelve years with reading classes of all grades, and while the arguments, *pro* and *con*, are weighty on either side, I should be as loth to confine a class to it as I should be to ignore it altogether.

After all, it is with this as with nearly everything in our line; *more depends on the teacher than on the method.* "Methods are but tools;" the teacher the workman, the pupils the materials, and in proportion as the workman is more or less skillful, will be the perfection of the results obtained by any method.

NEWARK, N. Y.

L. A. Y.

Think all you speak; but speak not all you think;
Thoughts are your own, your words are so no more.

[Henry Delaane.]

SCHOOLS IN MEXICO AND TEXAS.

[A POSTSCRIPT.]

DURING the five days I was in Mexico, I visited some of the schools of Chihuahua. That is a city of 20,000, and supports sixteen schools—rather “thin” most of them. Every pupil reads or studies aloud, two or three often using one book. In the common, or municipal schools, there are two or three times as many boys as girls, the latter being taken home or to private schools at the age of twelve. There are

NO SPELLING CLASSES,

and no need of any. Every letter in the Spanish language has the same unvarying sound—except that *g* and *c* vary before *a*, *o* and *u*, from their sound before *e* and *i*—and consequently there is no way of spelling a word wrong! If you spell it wrong you simply spell some other word. This seems to be the only point in which all the rest of the world is ahead of the French and English. As soon as the little Mexican has learned the letters and pronounced a few hundred words, he can then spell any word in the language.

Of the adult Mexicans comparatively few can read and write. The general ignorance is distressing and the poverty fearful. A few families own all the land in the country; 95 per cent. own nothing save the clothes they wear, a very little poor furniture, and one donkey to the family. They are educating the young much better; and as soon as a fair proportion get educated there will be a revolution! An educated people will never submit to the monopoly and oppression prevalent there.

In Texas the school system is fair. In localities where the colored people are in a majority the whites abandon the common schools to them and establish private schools. The State law forbids the use of the Bible in the public schools; so the private schools are largely denominational, Methodist and Catholic predominating in the towns. I don't know how it is in the country; but rather think most of the Christians there are Presbyterians and Baptists. As far as I can learn there are no Quakers in this

State. Teachers' wages are low, school houses rather poor and well educated people scarce. But it is rare to find white people who can not read and write. There is much talk here about the prevalence of crime in the North, and the horrible state of society in Ohio, Indiana, etc. Pious people pray daily that Texas may be saved from such an epidemic of lawlessness and crime. "O wad some power the giftie gie us, to see oursels' as ithers see us."

Truly, J. H. BEADLE.

THE UTILITY OF SCHOOL RECESSES.

THERE is a growing tendency to abandon the school recess. The editor of the *Boston Journal of Education* says of the no-recess experiment, adopted in Rochester, New York, that it has given "perfect satisfaction." Among the advantages gained, he mentions, "a continuous school session without interruptions in school work;" "better health of pupils, on account of freedom from exposure to cold and wet weather in the midst of each session"; "discipline easier, on account of freedom from recess troubles"; "more time for teachers," etc.; "less tardiness and absenteeism"; and "less frequent opportunities for vicious pupils to come in contact with and corrupt other pupils." Believing that these reasons are unsatisfactory, and that the tendency is a bad one, I propose to offer some general considerations that weigh strongly against it.

The schools are utilitarian in their aim; to fit the child for living successfully is the object of their existence. As animal strength is the foundation of all moral and physical welfare, and is the chief condition of success in all the pursuits of life, the future welfare of the child in every way depends upon the normal development of his body.

An effeminate man is half sick; and when it comes to any of the severer trials of life, either physical or moral, where great endurance or courage is required, the weakest must inevitably be the first to succumb. This is as true of moral trials as of physical, for moral cowardice often results from physical feeble-

ness. It is to be doubted if anything that is taught in the schools is of so much value to a child that it would not better be foregone than to be obtained by the loss of any physical vigor whatever. Taken in the truest sense, that city has the best schools where the school restraints have least effect upon the physical growth and normal development of the pupils, and not the one where the pupils show the greatest proficiency in acquiring in a *memoriter* way a few fragments of conventional facts which happen irrationally to pass current for an education. But because in so many schools the test to be applied at the end of the term, or at the end of the course, is the *memoriter* one, and because no teacher expects her pupils to be examined as to their health, or as to whether they are forming habits of life that will be conducive to healthfulness, it is not to be wondered at that all the plans of the teacher look more to the development of conventional proficiency than to the infinitely more important matter of health.—JOSEPH CARTER, in *Pop. Sci. Mo. for Nov.*

HOW FAR SHALL I HELP THE PUPIL?

BY D. P. PAGE.

It is always a very difficult question for the teacher to settle, "How far shall I help the pupil, and how far shall the pupil be required to help himself?" The teaching of nature would seem to indicate that the pupil should be taught mainly to depend on his own resources. This, too, I think, is the teaching of common sense. Whatever is learned should be so thoroughly learned that the next and higher step may be comparatively easy. And the teacher should always inquire when he is about to dismiss one subject, whether the class understands it so well that they can go on to the next. He may, indeed, sometimes give a word of suggestion during the preparation of a lesson, and by a seasonable hint save the scholar the needless loss of much time.

But it is a very great evil if the pupils acquire the habit of running to the teacher as soon as a slight difficulty presents itself

to request him to remove it. Some teachers, when this happens, will send the scholar to his seat with a reproof, perhaps, while others, with a mistaken kindness, will answer the question or solve the problem themselves, as the shortest way of getting rid of it. Both these courses are generally wrong. The inquirer should never be frowned upon; this may discourage him. He should not be relieved from labor, as this will diminish his self-reliance without enlightening him, for whatever is done for a scholar without his having studied closely upon it himself, makes but a feeble impression upon him, and is soon forgotten.

The true way is, neither discourage inquiry nor answer the question. Converse with the scholar a little as to the principles involved in the question; refer him to principles which he has before learned and now lost sight of; perhaps call his attention to some rule or explanation before given to the class; go just so far as to enlighten him a little, and *put him on the scent*, then leave him to achieve the victory himself. There is a great satisfaction in discovering a difficult thing for one's self, and the teacher does the scholar a lasting injury who takes this pleasure from him. The teacher should be simply suggestive, but should never take the glory of a victory from the scholar by doing his work for him, at least not until he has given it a thorough trial himself.—*The Teacher*.

IF a father wishes to give his son a legacy that will endure while life exists, let him send him to an institution where he can obtain a practical education, and he will have the satisfaction of knowing that he has given him what is better than houses, lands, and farms, or even gold or silver. These things may take wings and suddenly fly away; but this knowledge will last while life and reason exist.—*Horace Mann*.

THE teacher's work is principally directive, and he should avoid giving decisions with the air of authority, for the good to the pupils comes from the thoughts elicited, rather than from the conclusions stated.—*Johonnot*.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Prin. Indianapolis Training School.]

COMBINATION OF METHODS IN PRIMARY READING.

HAVING shown in previous papers the distinctive features of each of the three recognized methods of teaching primary reading,—word-method, a-b-c-method, and phonic-method,—it seems appropriate to speak in this one of the best combination of these in actual teaching. Such combination of them as uses each for what it can best accomplish, and so relates them all as to give from each an added value to the other two, will greatly enhance the value of all.

The word-method is the one adapted to first use. The adaptation of the word-method to two ends, viz., (1) the association of the idea (meaning) with the word as a *whole*, and (2) the *instant* re-cognition of words as wholes, makes it important to use this method chiefly *by itself* in the first lessons. It is true that a few *incidental* exercises might be introduced from the other methods even at the first,—such as practice in speaking, by imitation of the teacher, the elementary sounds, without reference to their relations in words, drill in right habits of breathing, etc., etc.; but all the characteristic processes of the a-b-c-method or of the phonic-method, such as spelling words by letter and sound, are directly opposed to the realization of the two ends of the word-method that are indicated above. At the first, therefore, *children should not spell by letter or sound the words which they are learning by the word-method.*

When the habit of attaching the meaning, which is taught by pictures, conversations, etc., to the *word as a whole*, and not to any separate letter or part of the whole, and when the habit of seeing the form of the *entire word* in reading, without attention in detail to its letters (parts), the a-b-c-method and the phonic-method may be brought forward to reinforce the remembrance of the same words that are being learned by the word-method. The power of these methods to reinforce the other is in the fact

that they introduce the word to the child under new sets of relations, create interest through variety, and stimulate the mind to renewed efforts.

Begin the combining by using the phonic-method on the simplest of the words that have been taught by the word-method. Select words of three letters,—two of them consonants that never vary in sound, and the other a vowel having its regular short sound. Speak the sounds very distinctly, pointing incidentally to each letter when its sound is uttered, but do not say anything about any particular relations of sounds to letters. This indirect reference simply prepares the way for the definite teaching of another step; while the speaking of each sound by the pupils, individually and simultaneously, gives needed training to the vocal and articulating organs.

Next teach the name and form of each of the letters that have not been learned incidentally. Do this by the method outlined in a preceding paper under the head of the a-b-c-method.

When pupils have learned to associate the name of each letter with its appropriate form, the teacher can talk much more effectively to them about the sounds of the letters, thus making the phonic-method more definite and helpful. Thus each of the methods as it is more fully developed renders the other two more efficient.

Now all three methods may be united upon the same word,—first, its meaning and general appearance to the eye, by the word-method; then its sounds (pupils imitating the teacher), to assist in fixing the sound of the whole word more firmly in the mind; lastly, the spelling by letter, in order to a closer examination of the form of the word in detail, and a thorough comparison and contrast of it with other words. Besides these words on which the three methods may be combined, there are some words peculiarly adapted to be learned by the phonic-method, some by the a-b-c-method, and some by the word-method; and the teacher should use wisdom in choosing.

So far as delineated, even the combination of methods has not made the pupil entirely able to learn new words himself; for while spelling by letter gives him some clue to pronunciation,

and the phonic-method still more, the pupil is always left somewhat in doubt until corroborated or corrected by his teacher.

At this point, therefore, it is appropriate to begin a course of training in the meaning and use of the diacritical marks, as found in the dictionary which it is intended shall be used by the pupil in after years.

Do this teaching in a very simple, straightforward manner. For instance, in the word "rat," place the breve over the letter a in the word as you have it printed on the blackboard, and say, "Whenever you see this little curved line over a, you may know that a sounds ———" (making the regular short sound of a); or "Sometimes people put this little curved line over a to show that the a sounds ———" (speaking the sound). Then take the word "rate," and placing the macron over the letter a, say, "When people put this short straight line over a, they mean that a sounds ———" (speaking the regular long sound of a). Compare the two words in regard to pronunciation, and show that the difference is in the sound given to a. Show that the different marks indicate this difference. Print a long list of words thus contrasted and have children pronounce them by applying what they have just learned about the meaning of the diacritical marks.

Treat the regular long and the regular short sound of each vowel similarly, and then begin upon the most frequent of the occasional sounds of each vowel; following this by a similar treatment of those consonants which represent different sounds under different circumstances.

Pupils can now begin to be really self-helpful in the new lesson if the teacher will print each new word of the lesson on the board, marking each letter that needs it, and indicating in some convenient way the silent letters. A light, oblique line across a letter, if agreed upon, serves to show that it is silent, while it does not obscure the letter so as to make any trouble in spelling by letter. All that the teacher need say about it is, "When you see this kind of a line drawn across a letter in a word, you may know that it has no sound in that word." This work must be done slowly and carefully, but if done thoroughly it will pay well in the added power of self-help, and in the added interest felt

in conquering the new words. It will well repay the trouble of printing the new words on the board. In the third and fourth years of school, the pupils are thus prepared for the use of the dictionary. The alphabetical arrangement of the words is explained, a few of the simplest and most necessary rules in respect to the sounds of vowels in unaccented syllables, are given them, and they are ready to use the dictionary for finding pronunciation. A few simple directions about finding and comparing definitions completes the work, and leaves the pupil with the door wide open to the pronunciation and meaning of the new words of his reading lessons.

PRIMARY GEOGRAPHY.

BEFORE pupils begin the study of Geography from a book they should have a few oral lessons to enable them to understand the text and maps of the book. They should be able to see the real object from the description given in the text and its relative location from the map. Following the same principle that we do in primary reading we will teach them to associate the text and map with what they represent by appealing to their knowledge of the real object. They will have less trouble with the text than with the map because their reading, if it has been properly taught, will enable them to get the meaning of the ordinary descriptions and definitions; but the map is entirely new and should be presented with great care. The main object of this article is to show how it may be presented:—

1. Put on the black-board a map of the school-room floor. This map should be made to grow before them somewhat as follows:

- (a) Have the pupils face the north. Tell them that they are looking toward the north, and that at their right is east, at their left west, at their back south. (It may happen that there is no blackboard on the north wall of your school-room. If this is the case get a large piece of brown wrapping paper and tack it to the wall. Use charcoal instead of chalk.)

(b) Call the attention of class to the north edge of the floor, then draw a line on your black-board representing it. Tell them we will call it the north side of our map. Make the N above it. In the same manner draw the other sides of the map, labeling each with the proper letter.

(c) Have pupils determine where the school-room door is; i. e., whether it is in the middle of the north wall or about $\frac{1}{3}$ the distance from the east to the west wall. Have them guess, then have some one measure and determine exactly where it is. Represent it on the map. Do the same with the windows.

(d) Locate objects in the room. It is not necessary to locate *all* the objects in the room. Select a few of the most prominent, as, the platform, teacher's desk, stove, chair. Have pupils determine in each case the relative position of each and allow them to make an effort to represent its location on the the map. The teacher should correct the effort finally so that the map will be as nearly accurate as possible. Remember that the object of making the map is *not* to map the school-room so that they may better understand it; nor is it to learn *how* to draw maps. The object is to enable a pupil to see the relative position of real objects by studying a map. The teacher should ever keep this object in mind; because it will cause him to ask questions that will lead the pupils to do the thing desired.

(e) Question the class in regard to the position of objects represented on the map, as follows:

In what part of the room is the door? What direction from the door is the stove? In what direction from the stove is the teacher's desk? In what direction from the desk is the chair? etc.—having the pupil decide from the map and afterwards verify his judgment from the observation of the real object.

2. After the school-room map has been studied as above, the school yard may be mapped, following the same general plan as in the school-room.

3. Each pupil may be asked to draw a map of his own yard or barn lot, showing the location of the different houses, etc., the road that one would need to travel over to reach his home. Tell him that you may wish to visit him, and you would like a

map so that you may find his home without troubling any one to show you the way.

This work will take some time, and should be done before the pupils have books in their possession. The mistake that is most likely to be made in this work is hurrying, trying to do too much at one lesson. Take time enough, and keep the object of the work in your own mind. Another mistake is making it all drill work. The only drill needed is in fixing the cardinal and semi-cardinal points in the mind of the pupils.

G. F. B.

FIRST LESSONS IN NUMBER.

MANY children who enter school at six years of age seem to have considerable knowledge of numbers; but if thoroughly tested, this apparent knowledge would prove to be mainly a memory of the names of numbers rather than any thorough knowledge of the numbers themselves, i. e., of the numbers as finished concepts. A great lack will also be observed in respect to the knowledge of the relations in respect to value which exist among numbers. Further, whatever knowledge such pupils do possess is more or less lacking in system, and needs arranging and perfecting.

In such cases the knowledge of the pupils may be perfected and systematized only by regular exercises adapted to definite ends.

This drill upon the relations of the small numbers should begin in the concrete and end in the abstract; for in this way only can a pupil gain an exact knowledge of a number both in its application and its abstract form as a concept. Suppose the number five under consideration. Its relations to each of the numbers smaller than itself should first be exhibited through addition. Pupils ready for this exercise would of course be familiar with the numbers smaller than five, as those numbers would, as far as was necessary, be made the subject of similar lessons.

The teacher may begin the exercise by holding up three shells and asking, "How many shells have I in this hand, Susie?"

"Three shells." "How many shells in this hand?" (holding two shells in the other). "Two shells." "Look and see what I do." "What did I do, Jennie?" "You put the two shells with the three shells." "True." "How many are there now altogether, Emma?" If pupils have the vague knowledge of numbers and names before indicated, it will be sufficient to enable them to answer, "Five shells." If they do not know the name, the teacher should now teach it. "How many shells have I altogether, Fannie?" "Five shells." "How many shells did I have at first, Sammie?" "Three shells." "How many shells did I put with the three shells, Louie?" (showing the appropriate number each time). "Two shells." "Correct. How many shells have I altogether?" "Five shells." "Then three shells" (holding that number conspicuously in one hand), and two shells" (holding that number in the other), "are how many shells, Eddie?" "Five shells." Now the teacher holds up the proper number of shells, the pupils supply the words "Three shells," "Two shells," and "Five shells," and the teacher supplies "Then," "and," and "are." Then each pupil recites all of it as the teacher handles the shells, and at last each child steps in front of his class, handles the shells himself and recites, "Three shells and two shells are five shells." Soon these objects are exchanged for others, and acorns, pebbles, nails, blocks, etc., etc., are used; after which the teacher says, "Then three and two are how many, Minnie?" Then pupils recite rapidly in the abstract, at the call of the teacher, "Three and two are five," with a fullness of meaning never before put by them into these words.

By changing the order of handling the shells it is now easy to teach the corresponding sentence, "Two shells and three shells are five shells." Then when this has been carried through the various concrete forms it would be recited in its abstract form, "Two and three are five." Then by showing the proper contrast the two sentences may be recited together with appropriate emphasis as follows: "Three and two are five. *Two* and *three* are five."

In like manner, with a briefer method it is now easy to teach, "Four and one are five," and "One and four are five." Then

the two together by contrast, "Four and one are five. *One and four are five.*"

Also, the sentences, "Two and two and one are five," and "One and two and two are five." It is probably unnecessary to dwell at all upon the sentence, "One and one and one and one and one are five," since the relations implied are so very simple and obvious.

The preceding sentences constitute the statement of the most important of the relations of five to the numbers smaller than itself. It is not profitable at this point to teach its relation to numbers larger than itself, since the pupils have such vague knowledge of those larger numbers that the comparison would be of little value. It is better to take next the same sets of relations as above and exhibit them through subtraction.

Hold up five shells and ask, "How many shells have I here, Amy?" "Five shells." "Look and see what I do. What did I do, Walter?" "You took away two shells." "Two of how many shells, Philip?" (holding all together again). "Two of five shells." "When I take away two of five shells, how many remain, Henry?" (showing by the proper removal). "Three shells remain." "Then five shells (holding all in clear view), less two shells (removing the two), are (or *is*, if the teacher prefers it), how many shells, Bobbie?" (exhibiting the remainder). "Three shells." Now the teacher shows the shells, the pupils suggest, "Five shells," "two shells," and "three shells," and the teacher supplies "less" and "are." Then as the teacher handles the shells the pupils may recite the entire sentence, "Five shells less two shells are three shells." Then the pupils should handle the objects, then vary the objects, and at last recite in the abstract, "Five less two are three."

After sufficient drill, the companion sentence may be taught by handling the shells appropriately; then after varying its concrete form sufficiently to compel pupils to abstract they should recite, "Five less three are two." Then by contrasts the proper emphasis should be developed, and both companion sentences recited together as follows: "Five less two are three. Five less *three are two.*"

Now the companion sentences in addition, and those in subtraction are to be brought together, so that each child as he recites, whether in the abstract or by illustration in the concrete, can recite four sentences, as follows: "Three pencils and two pencils are five pencils. *Two* pencils and *three* pencils are five pencils." "Five pencils less three pencils are two pencils. Five pencils less *two* pencils are *three* pencils."

In a similar way the companion sentences on "four and one," and "two and two and one," may be arranged for recitation and illustration. Then should also follow many drill and test questions, in the abstract and in the concrete, as the answers of the pupils from time to time seem to indicate a necessity.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

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DO we attempt to teach too many subjects in our common schools? A rational answer to this question can only be given when a proper consideration has been made of the purpose of the school and of the time allotted for realizing this purpose.

The school must yield both mental discipline and information.

What must be the nature of this information?

That must be determined by the life the pupil is to lead and the nature of the world he is to live and act in.

He should come into intimate relation to the world of nature, upon which he must depend for food, clothing, and shelter. There must be some system of measurements of nature's products, which requires a knowledge of arithmetic. An elementary knowledge of how plants grow, and of the structure and functions of the different organs of his own body seems essential to success in producing food and preserving his health. A knowledge of the six mechanical powers and of the elementary laws of chemistry is essential to any sufficient preparation for intelligent living.

In addition to knowing the great facts of nature he must know much of the world which man has made, and be able to hold intelligent intercourse with his fellows. He must therefore know how to read, to write, to construct simple discourse, and in addition he should be made acquainted with the history of his nation and the form of government under which he lives. As a preparation for any form of manual art he should be taught drawing; and since he is both an æsthetic and a religious being he should know the elements of music, which is the form of art universally employed to give utterance to this part of man's nature. The common school should also give him some knowledge of geography, especially the important physical features of the world, the different climates and productions, the great channels of commerce and the location of the great centers of trade. It is of much less importance that he have a knowledge of technical grammar. (I am not now considering the disciplinary value of these studies.)

The schools should seek to impart this much knowledge during the first eight years of school life. Nor is this any Herculean task when the proper conditions are supplied.

There are two subjects that consume more time and energy in our schools than the results justify. These are grammar and geography. In many schools arithmetic might be added. But the misuse of time in this study is not so general as in the others. Grammar ought to be abolished from every grade except the eighth year, and not more than one-half the time now allotted should be given to geography. The time thus saved should be given to practice in composition and the teaching of natural history and physics.

"But if the fault in our schools is not in attempting to do too much, where is it?"

This question assumes that the schools are at fault. Some in casting about for a remedy have suggested "industrial training." They will add another study, hoping thereby to lighten the burden of all. It is a novel conception that a load is to be lightened by adding more weight to it. It is on a par with the statement

that children can learn German in addition to the regular English studies and make better progress in all than those can make who confine their attention to the English studies. When this is true the reason for it is not to be found in the additional study, but somewhere else.

It is assumed, I say, that the schools are at fault. They are not perfect, but with all of their imperfections they are doing more for the temporal and eternal welfare of the child in a large majority of cases, than are both the family and the church. But they ought to do more and they can do more. Until they have reached the limit of what may be reasonably expected of them we have no right to complain if people find fault with us.

The fault in so far as it rests with the school is that what is attempted to be done is not well done. Better teaching is the crying need in school, family, and church. The teaching in the family and the church is to be improved through the influence of better teaching in the schools. The school is the only institution that is making a thorough and systematic study of the art of teaching. Its discoveries will, as a matter of course, be taken up into the family and the church in so far as they are real and valuable discoveries in educational science. But the fault with the school is that the average teacher does his work so badly. There may not be too much of routine, for that is necessary and good. But there is too little intelligence in the following of this routine. The minds of pupils are not waked up and kept awake. Genuine curiosity has almost died out in the schools. Formula is substituted for thought. The child has no proper conception of the meaning of what he says and does. The routine instead of being the servant to aid by its order and method to a better comprehension of truth, is the master. More brains and more conscience, and more sense of freedom must be mixed with the teaching, especially in our city schools. The school is a mill, it is true. Its machinery is needful. But it is more than a mill. The character of each grist depends upon the intelligent manipulation and watchfulness of the miller. The product is mind, educated through conscious and intelligent exercise of its pow-

ers. Mere routine fails to do this. The mind like the hand can form a habit of running in a groove. The careless teacher mistakes rote work for knowledge. He gives a formula and mistakes the pupil's ability to follow that for ability to think. Too often he shuts his eyes to these faults, not wishing to see what he feels himself powerless to prevent.

What is the remedy? Not for school officers to put the industrial arts into the common schools: not to spend our energy in trying to show that the people are as much to blame as the schools,—which would not be difficult to prove: not for superintendents to give their thought and energy to the further perfecting of school machinery:—but for superintendents and school boards to bend every energy to improve the work attempted to be done in the schools. Teachers are working for per cents, and for other ends than the true ends of the school. Remove all temptation to work for any other immediate end than that of rearing the child into an intelligent moral being. Make the good advice given in teachers' meetings effective by watchful supervision and the application of such tests as shall stimulate thoughtful teaching. Eliminate the drones and the merely routine teachers from the schools. This would work the removal of many teachers and not a few superintendents; but if the work were once earnestly begun and the purpose made manifest, the demand for it would soon cease to be so pressing. Let us cease tinkering with our courses of study and all that, until we have made the most and the best of what we now have. Put all of the thought and energy of the school management into improving the school teaching in the different grades. This done and popular dissatisfaction with the schools will soon cease. When the pupils come through the schools with minds alert, habits of industry formed, discrimination sharpened, and a stock of valuable information that they can use, then will popular dissatisfaction with the results of school life end. Then we will hear no more about educating persons out of their sphere. Then all will see that the training of the public schools is the best preparation that any child can make for any special vocation in which he

may choose to engage. Then will it be manifest to all that the purpose of the school is general culture of the mind, and not special training in some industrial art: that the school is to lay a foundation upon which any superstructure of vocation may be built.

With a mind disciplined to that degree that is practicable with efficient teaching of our present course of study, the details of any vocation are readily learned. A deft hand follows close upon an active intelligent mind, when deftness is the end it seeks.

HAS the profession of teaching ceased to grow, and has it already passed into the stage of the "sere and yellow leaf" that some of our lecturers upon educational topics continue to repeat before audiences of teachers the same old truisms that were worn thread-bare a quarter of a century ago? Are there no live issues? What would be said of a lecture to an audience of old and successful farmers which was limited to the discussion of the importance of early rising, of planting in the season, of shelter for stock in the winter, and the like? They would say, "That is all very true, but it belongs to the alphabet of the business. It is hardly worth a journey of a thousand miles to repeat it, nor the hundred dollars we pay for it. What we want to know is how to make two heads of wheat grow where one now grows without doubling the cost of production. What has been found out in regard to that problem?"

So too the milk of some of our lecturers upon education is good for babes whose powers of digestion are yet weak, but for veterans it is too unsubstantial a diet. The credit of the profession requires that some of those who assume to instruct teachers from the rostrum shall give them more of the meat of educational doctrine, even at the expense of the usual flow of rhetoric, if that be necessary.

SOME recent discussions in the press of the State have suggested the question as to the nature of the relation of a superintendent of schools to the board of education who employ him.

In the absence of any very definite legislation upon the subject, one is compelled to make use of analogies in reaching a conclusion. A very appropriate one is the relation of the chief engineer of the company that desires to construct a railroad. The two termini of the road are given, but the engineer must locate and construct it. To do this he must have power. Without power there is no responsibility. He is employed because he is supposed to know, better than any member of the company, how to locate and construct a railroad most economically and to the best interests of the owners. His decisions upon all points of detail are final. He is free to act within certain limits, and these limits are so broad that ample freedom is allowed to use the force put under his direction to the best advantage to accomplish the end proposed.

The superintendent of a system of schools is employed to do what the board can not do, or, at least, do not assume to try to do. He is the expert, the skilled workman, the engineer. An end is sought and he is entrusted with the management and direction of the force employed to reach it. He must not only locate the road but control the force that constructs it. He is responsible directly to the board but hardly less directly to the people. The board can be held to no greater accountability than that of due care and diligence in selecting the superintendent and reasonable watchfulness of his acts, that they may know whether he is honest and capable. The board is not directly responsible for the management of the schools, but for the retention in office of him to whom that management is entrusted. This is the relation that the public understand the superintendent to sustain to the board. They look directly to him and not to the board for results in the schools. This gives him large freedom but proportionately large responsibility. He is charged with the responsibility whether he deserves it or not. He would better accept it and insist upon the power which that responsibility implies. Anything less will cripple his usefulness, and may in the end jeopardize his reputation.

G. P. B.

PROCEEDINGS OF THE HIGH SCHOOL SECTION OF THE INDIANA STATE TEACHERS' ASSOCIATION.

[These minutes were mislaid, and hence did not appear in the February Journal.—ED.]

PARLORS OF THE GRAND HOTEL,
INDIANAPOLIS, Dec. 26, 1883. }

The High School Section of the Indiana State Teachers' Association was called to order promptly at 2 P. M., by Pres. W. W. Grant, of Indianapolis.

The first on programme was a paper by C. P. Doney, of Logansport, on

THE PRACTICAL VALUE OF LATIN IN THE HIGH SCHOOL.

Some of the points made were as follows :—

Latin aids to comprehend the English more fully. When we need new words, they must be taken from the dead languages and chiefly from the Latin. Translating teaches us to use our own language fluently. Latin is the key to all Romance tongues. It is strong like the mighty men who spoke it, and a thorough knowledge of the language of Cæsar and Cicero will make *us* strong. It cultivates the memory, thus partially counteracting the evil results of the modern school note-book on that faculty. In translating long sentences and words of various nice shades of meaning our perceptive faculties are put to the test; we must make close, careful observation, and exercise patient discrimination, lest we misinterpret the author, thus encouraging justice in our decisions.

T. J. Alford, of Vevay, then opened the discussion by heartily agreeing with the paper as to the benefits of Latin, but thought it properly belonged to the university, and that relatively Latin in the high school was a waste of time; as a means of discipline, it is inferior to many other subjects. It strengthens the memory at the expense of the reasoning powers. The signs of the times indicate more scientific and less classic study.

R. A. Ogg, of New Albany, stated that the strongest pupils in his school always elected Latin, but he was not quite sure whether the strongest pupils took Latin or whether *Latin took the strongest pupils!*

Mr. Mottisinger, of Shoals, would encourage the study, because the State University requires it as a prerequisite to matriculation, and he does not wish to widen the chasm between our high schools and that institution.

Mr. Harwood, of Spencer, thought that as our scientific terms come from the Latin, it is a help and not a hindrance to those studies.

Supt. Coffin, of New Albany, held that the study of the sciences must be encouraged more in our high schools, but *not at the expense of the classics*. We get one phase of Roman life and history from Virgil, another from Cæsar, Cicero, etc., and the study of these authors is the true method of learning the history of that great people.

Pres. Brown, of the State Normal, thought that the best idea expressed in favor of Latin was its aid to a correct understanding of

English. While the Teutonic is the basis of our mother tongue, by actual count it has been found that the ratio of our Teutonic to our Latin words is as thirteen to twenty-nine. The root meaning of words is always concrete and vivid, and it need not take six or eight years to be able to behold those concrete images in our words.

Mrs. R. A. Moffitt, of Rushville, then read a paper,

WHAT AND HOW IN ENGLISH LITERATURE.

She deplored the great neglect of work in this line, stating that our universities are compelled to do what should have been done in the high schools, for the reason that the latter are compelled to devote their time to literary work that properly belongs to the grammar grades. She made a strong plea for the Saxon of Bunyan as against the Latin of Milton. The distinctive feature of the paper, however, was her showing the necessity of a good library in every school as an indispensable help in this work; as the wealth of the ages has come down to us through the medium of good books, a well-assorted library must be at the command of the student of English literature. To this end, we may utilize the township libraries, but books should be furnished to the pupils at public expense.

Miss L. D. Hadley, of Richmond, followed in an earnest discussion. She would have this work in the grammar school, and study the authors themselves. Encourage the pupils to make scrap-books, and thus early in life *they would learn the science of modern book-making!* Have them write the story of every selection they read, etc., etc.

Mrs. McRae, of Marion, being called for, said she would make childhood happy, and hence after-life also, by beginning literature in the lowest grades with stories from fairy-land.

E. E. Smith, of Purdue University, said we should respect our mother tongue as the German does his fatherland. Language is at the bottom of all studies, and literature is at the bottom of language.

Supt. R. G. Boone, of Frankfort, then read a paper on "THE REQUIREMENTS FOR ADMISSION TO THE HIGH SCHOOL." Discussion was engaged in by Messrs. McClure, of Crawfordsville, and Fertich, of Shelbyville.

A motion was then carried that Mr. Boone be requested to have his paper published, that the teachers might *study* it, hence an outline is unnecessary. [It will be printed in the Journal.—Ed.]

On motion, it was agreed that the minutes of this meeting should be published.

The following officers were elected for the ensuing year:

President—C. P. Doney, Logansport.

Vice-President—Jerome McNeil, Dublin.

Secretary—C. H. Wood, Winchester.

Executive Committee—G. F. Kenaston, Attica; Mrs. Emma Mont. McRae, Marion; Mrs. Sheridan Cox, Kokomo.

Forty-four persons joined the Section.

W. W. GRANT, *President*.

C. H. WOOD, *Secretary*.

EDITORIAL.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

ERRATA.—Page 123. In 14th line read *August 28, 1805*. Page 126. In 2d sentence read *nearly a quarter*, and *from constant drains*. In note, read *Supt. of Common Schools*. Page 128. In 12th line read *school law*. Page 129. In 5th line read *shone*.

The letter H seems to be the favorite initial for Supt. of Public Instruction in Indiana. Out of the thirteen who have held this office the following spell their names with an H: Hoshour, Hoss, Hopkins, M. B., Hopkins, A. C., Hobbs, Holcombe—six.

The article on State Supt. Rugg, by Hubert M. Skinner, will be of unusual interest to all such as are interested in the early history of our schools. These articles on the early superintendents are proving very valuable in the way of putting into permanent and convenient form much early history that should be preserved.

Horace Mann's inaugural address delivered at the opening of Antioch College, Yellow Springs, Ohio, has just been re-published by C. W. Garrouette, of Dayton, O. This is one of the most masterful educational addresses of modern times, and hundreds of teachers will be glad that it has been re-printed in cheap form so that it is within the easy reach of all. Price 15 cents.

ARBOR DAY.—The Journal again calls attention to Arbor Day—April 11th. The State Association and the State Horticultural Society have united in urging the importance of the matter. If thousands and thousands of trees are not planted on and about school grounds on "Arbor Day" it will be a discredit to the teachers of Indiana. Upon them depends the success of the undertaking. Teachers can interest pupils, parents, and trustees if they will. If school closes before the day named, choose another "arbor day" and *plant the trees*. Some teachers have already done this, and others have decided to do it. Let all take hold of this grand work in earnest. See report on the subject on another page.

"TEACHERS' READING CIRCLE."—The committee on the "Teachers' Reading Circle" have had a meeting and canvassed the ground. Committees were appointed on Organization and Courses of Reading, and another meeting will be held in March. The committee realize the fact that the entire success of the enterprise depends upon their work, and they propose to take ample time that they may make no mistake. Owing to a pressure of other duties Dr. Irwin declined to serve on the committee, and R. G. Boone, of Frankfort, has been appointed to take his place. If well planned and well pushed this Circle will be of great value to the teachers of this state.

NATIONAL SUPERINTENDENTS' ASSOCIATION.

The Department of Superintendence of the National Association held its annual meeting in Washington, February 13th, 14th, 15th. This was the largest and in some respects the most interesting meeting of the kind yet held. Eighteen different states were represented and the entire attendance was 111. Hon. B. L. Butcher, of W. Va., was president. Among the important topics discussed were National Aid, Education in the South, Recess or No Recess, The Progress of Indian Education, Industrial Education, and Supervision in Country Schools. State Supt. J. W. Holcombe read a paper on the last named subject, which was highly creditable to himself and the state.

According to reports the drift of the association was in favor of industrial education in connection with the upper grades of the public schools—just the reverse of the prevailing sentiment in our State Association.

President Arthur gave the association a reception and made a very appropriate address.

THE NATIONAL EDUCATIONAL ASSOCIATION,

Which is to meet in Madison, Wis., July 15-18, bids fair to be the largest and best yet held. Success is already guaranteed in every department. Already more railroads have granted reduced rates than were ever before secured, and others yet to hear from. These excursion tickets will be good for several weeks, so as to allow time for "a summer trip." At the close of the association cheap excursions will run to all the chief places of resort in "The Great North-West.

Indiana must do its part. It should make an exhibit that will be a credit to the state, and it should send *several hundred* delegates.

State Supt. Holcombe has charge of the State Exhibit and will be glad to give all needed information on the subject. See February Journal for an outline of work proposed by the association.

John Mickleborough, for many years the popular principal of the Cincinnati normal school, is considering a proposition from the people of Hartsville, Bartholomew Co., Ind., to become principal of a new normal school to be located there. The offer is a flattering one, but has not yet been accepted.

MEETING OF COUNTY SUPERINTENDENTS.—"In accordance with the expressed wish of many superintendents" a "conference meeting" of county superintendents is called to meet in La Fayette, March 12th and 13th. Several important topics are named for consideration. The call is signed by Supts. Caulkins of Tippecanoe, and Johnson of Benton.

PURDUE UNIVERSITY AND THE SIGNAL WEATHER SERVICE.—Pres. Smart, of Purdue, has arranged with the L. N. A. & C. R'y to carry flags on their trains indicating the character of the weather for the coming 24 hours. These reports are received daily from Washington by the University. If this plan of "spreading the news" proves a success on this road, it will be extended to others.

HISTORY OF THE REBELLION IN THE INDIANAPOLIS SCHOOLS.

About ten years ago the Supt. of the Indianapolis schools decided that the short and imperfect account of the Rebellion given in the history then in use, should be omitted, and the time of the children be devoted to other parts of the history. The causes of the war were taught, and the results were given in the later amendments to the Constitution, which were studied. This action was not reported to the school board, as the superintendent considered it within his province to order the omission. Although the superintendents have changed and the text-books on history have changed the "omission" has continued.

Recently the discovery of the fact of the omission has furnished the Indianapolis papers matter for an endless number of articles and much acrimonious and unjust criticism.

When the omission was once made the custom continued without comment, and so the board never learned of the matter until it was published in the papers. The board ordered the omitted part taught at its first meeting, and so have done everything possible to correct the mistake.

It is not so astonishing that the members of the board did not discover the "omission" as it is that the parents of these hundreds of children studying history each year did not discover it. It is a sad commentary on the interest warents take in the school work of their children.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR JANUARY.

THEORY OF TEACHING.—1. State the proper use of the child's love of approbation as a motive to study. 20

2. State the advantages and disadvantages of a self-supporting system of school government. 2, 10 each

3. What is a habit? How can a habit be broken? 2, 10 each

4. State both the educational and business reason for teaching arithmetic. 2, 10 each

5. State why a spirit of trustfulness and reasonable freedom is more favorable to good discipline than suspension and rigid espionage. 20

PHYSIOLOGY.—1. What is an organ? 10

2. What is a sprain? 10

3. What is the best time of day for muscular exercise? Why? 2 pts, 5 each

4. What is the circulation? 10

5. Describe the process antecedent to and including digestion. 10

6. Why is a mixed diet preferable to a diet of one or two articles of food, even if all the elements needed by the body are found in them? 10

7. Draw a diagram showing the shape of the stomach, and locate and name the two orifices. 10

8. Name the two chief functions of the liver. 10

9. What is the lymph and what its use? 2 pts, 5 each

10. What causes coagulation of the blood? 10

ORTHOGRAPHY.—1. What six ways may the sounds of *a* in *all* be represented? Illustrate each.

2. What is the distinction between a diphthong and a diagraph? Give examples.

3. Into what three general classes are the elementary sounds of the English language divided? Give examples.

4. Mark diacritically the following words: Onward, easily, aisle, leisure, and patron.

5. Give the correct spelling of the following words, using capitals only in proper places: 1, Silinder; 2, Confectionary; 3, imminent; 4, Vinsens; 5, umbrella; 6, hygiene; 7, Deceive; 8, primary; 9, receive; 10, traveler.

U S. HISTORY.—1. What is the relation of Physical Geography to History? 10

2. Name, in the order of their importance, three great subjects of study which are most nearly related to History. 3 pts, 3½ ea.

3. Give a brief biography of Thomas Jefferson. 10
4. Give an outline history of Indiana. 10
5. Describe the Battle of Bunker Hill. 10
6. Give an account of the earliest settlements made in this country by the Spanish. 10
7. Tell the story of the cotton gin and its inventor. 10
8. Name the three greatest American novelists. 3 pts, 3½ ea.
9. Describe the school system of Indiana. 10
10. What is the "Monroe Doctrine"? 10

GEOGRAPHY.—1. What is the axis of the earth? What is the earth's orbit?

2. What is a compass? Its cardinal points?
3. What is the length of a degree of longitude? How does the length vary, and why?
4. Name five natural divisions of water. Define each.
5. What country in the world has the longest and most numerous lines of railroads? Name the longest river in Europe.
6. Describe the surface of Newfoundland. For what is it noted?
7. Describe the surface of the Middle Atlantic States. Where are the Adirondack Mountains?
8. Describe the surface of the North Central States, east of the Mississippi.
9. New York—Its chief mountain range? River? Lake? Productions? Capital?
10. Describe the chief river of Australia. What and where is the most important city?

READING.—1. How would you teach the meaning of words?

2. Give a sentence which requires the rising inflection when read. One requiring the circumflex.
3. How may the reading lesson be used to develop character?
4. Name three uses to which the list of words preceding the reading lesson may be put.
5. State the distinction between force and pitch.

PENMANSHIP.—1. Name the kinds of movements usually employed in writing.

2. Define form. In what manner does a careful study of form aid in making a good penman?
3. How far do p and q extend below the line?
4. Where should we begin in forming small letters? Where end?
5. Analyze O and c.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked so or below, according to merit.

GRAMMAR.—1. To what department of grammar pertains the structure of sentences? The proper arrangement of letters in a word?

2. What is the difference between an adjective and a participle?
3. Write a sentence having a compound predicate.
4. What are the grammatical forms or properties of verbs? How are they denoted?
5. What rules of spelling apply in forming the following derivatives: Obey+ed; simplify+ed; +ing; confer+ed; attract+ing?
2, 4, 2, 2
6. Correct and give reasons for the correction: These two have been compared with one another.
5, 5
7. Analyze the following sentence: "There was another tap at the door—a smart potential *tap*—*which* seemed to say, Here I am and *in I'm coming*."
8. Parse the italicised words in the foregoing sentence. 2, 2, 2, 2, 2
9. Punctuate and capitalize the following: the public school says dr spear by the*very terms of both the process and the end naturally and necessarily involves the elements of moral education.
10. Write not less than ten lines describing the appearance and manner of some speaker that you have heard.

ARITHMETIC.—1. Divide \$1,140 amongst four persons in the ratio of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$.
5, 5

2. Two hundred and fifty kegs of butter, each 56 lbs., worth 15 cents a pound, was exchanged for coffee at 25 cents a pound; how much coffee was received?
5, 5

3. $\frac{2}{3}$ of $\frac{3}{4}$ of $\frac{5}{6}$ of what number equals $\frac{1}{2}$ of $\frac{3}{4}$ of $\frac{5}{6}$ of 72?
5, 5

4. Multiply $17\frac{1}{2}$ by 123, and give reason for pointing off the decimals.
10

5. A square piece of land is 100 links long on each side, how many square feet does it contain?
5, 5

6. What is the value of a farm 2,000 meters long, and 1,500 meters wide, at \$5 an acre?
5, 5

7. A ship sailed due west, then due north, and in 24 hours her chronometer had gained 12 minutes; how many degrees west had she sailed?
5, 5

8. Two houses stand 40 feet apart, one is 30 feet high, the other 60 feet; what is the distance from the top of the one to the top of the other?
5, 5

9. What will a sight draft on London for £1,000 cost in currency, with exchange at \$4 84 and gold at \$1.02%?
5, 5

10. A bought goods at \$2,000, sold them at 20 per cent. profit in 4 months, he discounted the bills immediately at 2 per cent. a month; what was his per cent. of net profits in the transaction? Analysis.
5, 5

E. Tourgee, of Boston, is arranging for his annual European excursion.

ANSWERS TO STATE BOARD QUESTIONS FOR FEBRUARY.

PHYSIOLOGY.—2. In order to reach the portions of the body in which it is to be utilized by the tissues, the nutrient portion of the food, after digestion, may take one or the other of two routes. Pretty much all the nutritive material furnished by chymification and the larger portion of that furnished by chylification, after absorption, pass through the portal circulation to the liver. Thence, after the separation of the elements formed into bile and glycogen, and the change consequent upon the process, the materials pass through the hepatic vein into the ascending vena cava on their way to the heart, the lungs, and the general circulation.

The remaining nutrient products of digestion (largely fatty) pass through the lacteals, (there undergoing a change) to the thoracic duct and the descending vena cava, meeting the other portions in the right auricle of the heart.

4. A tooth is composed of the casing and the pulp-cavity. The former is composed of ivory, or dentine, capped on the crown with enamel, and having the fang or root portion covered with a thin film of bone. The pulp-cavity is filled, while the tooth is growing, mainly with softer portions of dentine, with blood-vessels, and with nerve filaments. After the tooth reaches maturity the blood-vessels perish and there is no longer a possibility of a renewal of its material.

8. An excretory gland is intended to separate from the blood-material no longer of use to the body; a secretory gland, to separate material needed for some one of the tissues. An example of the former is the kidney; of the latter, the liver.

READING.—1. A series of words commencing a sentence, whether nouns or not, usually requires the rising inflection; and a similar series, concluding a sentence, usually requires a falling inflection.

4. Notes and brief biographical sketches accompanying many pieces in our Readers, are of great value to both teacher and pupil. In the first place, these notes (which are of most value when read and studied beforehand) contain much valuable information in a compact form. In the second place, the skillful teacher may use them to arouse the imagination and awaken the emotions of the pupils, thus creating interest, forming a good basis for attention, and preparing the way for an accurate study and an intelligent expression of the thought of the reading lesson.

The character of the writer or speaker, the circumstances under which he wrote or spoke, his reputation, his nationality, the connection of his utterances with common sentiments of the human breast, the important bearing of the matter under discussion, etc., etc., all, when properly conveyed by the teacher who has studied them carefully beforehand with the right purpose in view, must have a decided

influence over the mind of the pupil, preparing him for an interested and definite study of the selection.

How is the pupil to know, in his ignorance and inexperience, the purpose of these sketches, or to see their connection with the lesson? How is he to know upon what feature to concentrate his attention, or whether the mind or the heart is specially interested in that which he is expected to express naturally, *i. e.*, intelligently, when the reading class is called upon? Children can be trained to analyze, to winnow the groups of words and phrases, and to arrange the thought-germs thus obtained systematically in their minds, thus seeing the end or aim of what is read, whether they be uttering the first, the middle or the last verse of the lesson assigned. But they can not be taught thus by one who has not himself gone over the ground thoughtfully beforehand. Both teacher and pupil should know precisely what is aimed at in the lesson, when the thing aimed at is hit, and, if it is not hit, both should feel that the lesson is a failure. Historical notes, biographical sketches, incidents, anecdotes,—whatever may throw lights and shades upon the current of events or the developing thought, all are valuable aids. The lesson thus ceases to seem to the pupil an abstract and lifeless thing, entirely disassociated from himself.

HISTORY.—1. History is a record of the life of civilized nations. Biography narrates the story of the lives of individuals.

2. Newspapers, by publishing the accounts of events as they occur, furnish to writers of history one important source of information.

3. Alexander Hamilton was born in 1757. From the beginning of the difficulties between England and her American colonies, he actively espoused the cause of the latter. He became Washington's aid-de-camp, and his judgment was greatly trusted by Washington. He assisted in framing the Constitution, and was the first Secretary of the Treasury. Becoming involved in a political quarrel with Aaron Burr, he met his death at the hand of Burr in a duel fought in 1804.

4. By the terms of the treaty at the close of the Mexican War, the territory included within the present limits of California became the property of the United States. In 1848 the discovery of gold caused a great wave of immigration to flow into California. In 1850 the population was so large that it was admitted as a State. Its vast mineral wealth, together with its fertile soil and salubrious climate, conspired to give the State a career of great prosperity.

5. The battle of Gettysburg was fought for three days, beginning July 1st, 1863. The two armies numbered eighty thousand men. The Union forces, under Meade, were victorious, and the Confederate General Lee was compelled to abandon his plan of invading the

North, and to retire into Virginia, with the loss of nearly thirty thousand men. The Union loss was more than twenty-three thousand.

6. In 1614 the Dutch built a fort on Manhattan Island. In 1623 two settlements were made,—one on Manhattan Island, called New Amsterdam, and the other at Albany, called Fort Orange. In 1664 the Dutch possessions in America passed into the hands of the English.

7. The invention of the Telegraph is due to Prof. S. F. B. Morse. The idea first occurred to him in 1832, but not until the closing session of the Congress of 1843 was an appropriation made for an experimental line between Washington and Baltimore. It was completed in 1844.

8. Alexander Hamilton, Henry Clay, Daniel Webster.

9. Indiana is one of the leading agricultural states in the Union; its chief products being wheat and corn. The mineral wealth consists of bituminous coal, iron, and building stone.

10. The Fugitive Slave Bill made it lawful for owners to recapture their escaped slaves in any free state, and to carry them back without trial by jury.

ARITHMETIC.—1. While a *common* multiple is any number which is measured by each of certain other numbers, the *least common multiple* is the smallest number which has that quality. A *factor* is a number which goes toward making another number; a *divisor* is a number that measures another number. The difference is in use.

2. $96.316 \div 4.84 = 19.900$. Ans. £19.900.

3. $\frac{3}{4} \div \frac{5}{8} = \frac{6}{5}$. 5 is contained in $\frac{3}{4}$ $\frac{6}{5}$ times, and $\frac{3}{4}$ will be contained 6 times as many, or $\frac{18}{10}$, or $\frac{9}{5}$.

4. Yes. Because the denominator is the power of 5. 3. Because the denominator is the 3d power of 5.

5. 1 mile or 5280 ft. $\div 4 = 1320$ ft.

6. a. $1000 \text{ c. m.} \times 10 \times 1 = 10,000 \text{ c. m.}$

b. $\$25. \times 10,000 = \$250,000$.

7. $\frac{2 \times 3 \times 15 \times 1 \times 6}{3 \times 5 \times 20 \times 9 \times 5} = \frac{1}{25}$ by cancellation.

8. $\frac{\$600 \times 2346 \times 10}{360 \times 100} = \391 by cancellation.

9. a. The room contains 15 squares each $= \frac{375 \text{ s. ft.}}{15} = 25 \text{ s. ft.}$

b. $\sqrt{25} = 5$.

c. $5 \times 5 = 25$, the length in feet.

10. Solids are to each other as the cubes of their similar dimensions, $\therefore 2^3 : 4^3 :: 64 : 8$, and the larger cube will weigh 8 times as much as the smaller, or 8 lbs.

GRAMMAR.—1. A noun or pronoun modifying a participle must be in the possessive case.

4. *a* What did you say? Interrogative. *b* I don't wish to tell what I said. Responsive. *c* I don't know at what time the meeting was called. Demonstrative adjective. *d* He saw what he had done. Relative. *e* What with lying and what with malice they had created quite an excitement. Adverb.

5. *Compound*. He went home, but I continued my journey. *Complex*. When we go forth in the morning we lay a moulding hand upon our destiny. A compound sentence consists of two or more independent proposition. A complex sentence consists of one or more propositions, subordinate in meaning, dependent upon a principal proposition.

6. "Here rests his head upon the lap of earth,
A youth to fortune and to fame unknown."

This is a simple, declarative sentence. *Log Sub*. A youth to fortune and to fame unknown. *Gram. Sub*. Youth, modified by the adjectival phrase, to fortune and to fame unknown. *Adj. Unknown*, modified by the adverbial phrases, to fortune and to fame. *Log. Pred*. Here rests his head upon the lap of earth. *Gram. Pred*. Rests, modified by the adverb *here* and the adverbial phrase, upon the lap of earth.

7. *Here* is an adverb modifying rests. *Earth* is a noun in the third person, singular, objective case, governed by the preposition *of*. *Youth* is a noun in the third person, sing. mas. gen. nom. case, subject of the verb *rests*. *Fortune* is a noun, common, in the third person, sing., obj. case, governed by the prep. *to*. *Unknown* is an adjective, modifying *youth*.

8. Life is in periods: cut into strips, as it were. We lie down spent; we rise with powers new-born.

10. We determine what part of speech a word is by its use in the sentence.

MISCELLANY.

The New Providence Normal, with J. G. Scott as principal, will open its spring term March 31st.

The Current, the weekly literary paper recently started in Chicago, has taken high rank among papers of its class from the first.

The First Ward school building of Frankfort, worth \$12,000 and nearly new, was totally destroyed by fire February 24th. Insured for \$8,000.

DEARBORN COUNTY.—The mid-year Teachers' Association of the teachers of this county was a gratifying success. Supt. Hill makes a success of whatever he undertakes.

GOSHEN.—The schools of Goshen are reported in excellent working order. They have been under the supervision of A. Blunt, for many years. His late report makes a good showing.

CRAWFORDSVILLE.—Both the discipline and instruction in these schools are highly commended. The military movements of pupils, by which a building can be emptied in a remarkably short space of time, is specially noteworthy. Temple H. Dunn is superintendent.

LA GRANGE.—Everything is moving quietly in old La Grange. The schools of the county are very generally doing good work. The La Grange (town) schools, under Supt. Bogue, were never in better condition. Mr. Munson, who is in charge of the high school, is a rising teacher. County Supt. Machan is doing good work, which is appreciated.

INSTITUTION FOR THE BLIND.—This institution is for the purpose of *educating* the blind of the state. It is not an "asylum," but an educational institution, and should be patronized as such. Teachers can do the blind a great service by referring them to it. It is under the superintendence of H. B. Jacobs, late Supt. of the New Albany schools, and is well conducted. Write to him for information.

PURDUE UNIVERSITY has been moving along very harmoniously this year. A most earnest spirit of work is shown by both instructors and pupils, and each department reports gratifying progress. Dr. Smart's management has shown wisdom and discretion, and his hearty appreciation of and sympathy with the arduous and difficult labors of his co-workers in the faculty, has been productive of much good. All that Purdue needs to make itself felt as a factor in the growth of our state, is proper financial support.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.—The Southern Indiana Teachers' Association will be held at Jeffersonville, April 2d, 3d, and 4th. There will be a good programme of exercises. Dr. Lemuel Moss will lecture to the association on Thursday evening, April 3d, and possibly Dr. Willetts, of Louisville, formerly of Philadelphia, on Friday evening. The programme is not fully completed, but will be soon. The usual reduction in rates will be made by railroads. A good attendance is expected from teachers of Southern Indiana. For any information, address D. S. Kelley, Jeffersonville, Indiana.

STATE NORMAL NOTES.—The present term of the State Normal is the largest winter term in the history of the school. The spring term begins March 18th. The present indications point to a larger attendance than ever before. Gov. Porter delivered his excellent lecture upon Gladstone in the Normal School Hall on February 15th, to a crowded house. Dr. Harris, Prof. Payne, and Prof. Tarbell have

been making an official visit to the State Normal during the past two weeks. They will incorporate their views of the school in a report.

The school contributed \$166.00 for the relief of the sufferers by the flood of the Ohio River.

A quantity of new scientific apparatus for the Normal has arrived from Richie & Son, of Boston. More is on the way. A fine French manakin has been ordered from France.

WAYNE COUNTY.—The teachers of the county met in one general institute the last of the year, at the Richmond Normal School building, on February 16th. Much good work has been done through the winter. A more thoughtful and earnest set of teachers it would be difficult to find in any county. Supt. Macpherson and his teachers have been carefully testing and discussing their new course of study, which will be re-discussed and disposed of at the county institute next summer.

The Richmond Normal has been steadily growing since its opening. The work is of such a character that it holds its students from term to term.

J. A. Zeller, Supt. of the Richmond schools, gave an excellent public lecture at the Normal Building February 22d. Subject, "What does it all cost?"

The Richmond schools and the Normal School had appropriate exercises on the forenoon of Washington's birthday, and holiday in the afternoon.

The schools of the county will observe Arbor Day.

Earlham College is in a flourishing condition. Its present attendance is about 200.

LOGANSPOUT.—J. Fraise Richard, well known in Ohio and Indiana as an institute worker, with full corps of assistants, will open a 12-week's normal session in the Smithson College property, commencing April 1st. The people of the city have leased the property and have raised \$2,500 for putting it into proper condition for school purposes. On Tuesday, August 26, 1884, the first regular session of the American Normal College will open with full corps of experienced and competent instructors, and the requisite courses of instruction. The institution will be incorporated with full collegiate powers. The people of the city are a unit in support of the enterprise.

NEWTON COUNTY.—The meeting of the semi-annual Institute of Newton county, at Kentland, proved to be a signal success. The meeting was held February 1st and 2d, with Supt. Hershman, a most efficient and faithful officer, in the chair. The attendance was very large and the enthusiastic spirit of all present denoted the interest taken in the work. Among the instructors were Dr. Smart, of Purdue; J. M. Olcott, of Indianapolis; Supt. Guthrie; Messrs. Chapman,

Sinclair, and Irelan; and Miss Fries, principal of Sheldon schools. Enrollment 200, which was extremely encouraging, as we have about 70 schools in the county. On Friday evening Dr. Smart lectured to a large audience; subject, "Over the Sea." The work of these two days has far advanced Newton county, and she is justly proud of her teachers. On Friday addresses by T. F. Jenkins and Dr. J. A. Hatch were responded to by O. P. Atkinson. A paper was read by Prof. Irelan on "The Common School as a means of forming Character." "How the Teacher should spend his Time out of the School-room," by C. Fagan, Prin. of Remington schools; "Relative Values of Discipline and Instruction in our Common School," by Dr. J. H. Smart; "Is the Work of our Common School productive of Practical Education?" by Hattie W. Harris, "Raub;" a recitation, by Miss Jessie French.

Saturday, "Township Graded Schools," Pierce Archibald; "Reading in the Public School," W. M. Sinclair; "Methods in Moral Instruction;" J. J. Eckman; "Advantages of Daily Preparation in Teaching," Supt. Guthrie, of White county; "Music in School," Mrs. Pettit and Miss Wilson. Debate: "*Resolved*, That the National Banking System should be abolished." Aff., C. Fagan; Neg., Abraham Halleck. Miscellaneous business closed the session, and the crowd of teachers and spectators went home, we are sure, enthused and determined to do more for the common school than ever before.

HATTIE W. HARRIS, *Secretary*.

ALLEN COUNTY INSTITUTE.—The Allen County Teachers' Institute met on Monday, February 18th. The session was opened with prayer by Rev. W. H. McFarland. W. S. Walker was appointed Secretary. Miss Alma Snider and Miss Lulu Dunham were appointed Enrolling Secretaries. Supt. Hillegass then delivered his address to the teachers, which was listened to with marked attention, and at its close was greeted with applause. The leading instructors were John Mickleborough, of Cincinnati; Alex. Forbes, of Chicago; J. M. Olcott, of Indianapolis; and H. B. Brown, of Valparaiso. The leading papers of the session were read by C. T. Lane, Miss H. E. Leonard, Miss Helen Edgerton, and Miss Anna M. Philly, of the Ft. Wayne schools; W. S. Walker, Prin. of Monroeville school; and J. B. Munger, Prin. of New Haven school. Every exercise on the programme was praiseworthy, but space will not allow of comment. Evening lectures were delivered during the session by Dr. J. S. Irwin, Prof. Mickleborough, and J. M. Olcott. Among the other educators present from abroad were W. A. Bell, of the School Journal; Supt. W. J. Houk, of Jay county; ex-Supt. Clancy, of Delaware county; Gen. H. P. Hurst, of Chicago; G. W. Washburne, of Chillicothe, O.; Hon. L. D. Brown, State School Commissioner of Ohio; Cyrus Smith, of Indianapolis; W. C. Ransburg, of the American.

The institute was a grand success in every particular, being the largest and best ever held in Allen county. The literary and musical entertainment given by Dr. Mickleborough and W. F. Heath on Friday evening was a great treat. Before adjournment a resolution of thanks was unanimously voted to Dr. J. S. Irwin, Supt. of the Ft. Wayne schools, and his teachers, for the kindness shown the teachers of the county during the meeting. Rev. S. D. Miller, in behalf of the teachers of the county, in a neat speech presented Supt. Hille-gass with a fine diamond pin and watch charm, to which the gentleman replied in his usual quiet manner, thanking them for the kindness shown him on the occasion, and assuring them that everything would be done in his power to advance the cause of education in Allen county.

The institute then adjourned.

W. S. WALKER, *Secretary.*

INDIANA ARBOR DAY CELEBRATION.

At a meeting of this committee, held in the rooms of the Department of Public Instruction, January 31st, it was recommended that the second Friday in April be set apart as Arbor Day in Indiana; that the day be observed in the various schools of the State by appropriate exercises, and by the planting of trees, shrubs, etc., and otherwise ornamenting and improving school grounds.

The present condition of the great majority of the school grounds in the State evidences the fact that far too little attention has been given them—much less than their importance demands. Upon these school grounds character is moulded, and here are formed habits and tastes which mark the future citizen. Here not only intellectual, but also physical, moral, and æsthetic culture is to be given. Attractive surroundings have much to do in this cultivation, and their influence in creating a love for the beautiful and an appreciation of the refined should not be underestimated. An appreciation of the native woods of the State is not the least of the beneficial results. The committee urgently recommend the enlargement of school grounds. While land is yet comparatively cheap, it is the duty of trustees to purchase lots sufficiently large to provide abundantly for play and exercise—one acre is little enough, while two would not be too much.

The following trees are well suited for use on school grounds and are found in every locality in the State: Hard maple, soft maple, elm, ash, American linden (basswood), catalpa. For flowering, the following are well adapted: Dogwood, redbud, crab-apple, haw. Other trees may be found desirable in many localities. The best specimens only should be used. Evergreen trees, hemlock being

most suitable, and other valuable varieties, if desired, can be had of any nursery. It is desirable to plant trees and shrubs singly and in clusters, rather than in straight rows along walks. The shape and size of the grounds must be considered in the planting, as well as in the selection of suitable varieties.

While it is thought that the pupils in cities and towns will have best opportunity to enjoy the cultivation of plants and flowers, considering the seasons in which the various schools are in session, yet the following proposition applies as well to country as to city schools:

The seed firm of Hiram, Sibley & Co., of Rochester, N. Y., make the generous offer to send collections of flower seed, free of charge, to such of the schools of Indiana as will use them properly in the celebration of Arbor Day. That the schools may avail themselves of this offer without subjecting it to abuse, and in order to prevent duplication of applications for the same schools, or the neglect, through divided responsibility, to make any applications for other schools, the superintendents should make definite arrangements for securing a proper supply.

It is sometimes, though rarely, the case that schools suffer from too much shade. It will be well to consider the removal of dangerous and unsightly trunks, and of useless and noxious trees and shrubs, where found. The construction of tasteful parterres should receive attention.

The committee is well aware that some difficulties are in the way, such as short term in some localities; yet the importance of the matter warrants the belief that much may and will be done in this direction. The opportunity is rare for Indiana to make another advance step in her already distinguished educational progress.

The details are left to each superintendent to arrange. The aid of local newspapers will be valuable in calling general attention to the plans arranged, and to the proposition given above. An energetic and judicious effort on your part will do much toward awakening not only teachers and pupils, but also the people, to the importance and necessity of thus beautifying school grounds. The pupils should be enlisted in the work, and pupils, classes or grades should be allowed to plant their own trees. Nothing can be more appropriate than the planting of memorial trees as a token of affectionate remembrance of the pupils and teachers who may be called by death from the scenes and the associations of the school.

A good horticultural newspaper or floral catalogue will be of great assistance in giving directions as to planting. The committee deem it proper to emphasize the importance of proceeding with intelligent plans and directions, and only upon a study of the grounds and the careful formation of definite plans for improvement.

A programme of appropriate exercises will be sent out by the De-

partment of Public Instruction, containing addresses from the Governor of the State and the State Superintendent.

JOHN W. HOLCOMBE, *Ch'n.*

WM. H. ELSON, *Sec'y.*

COMMITTEE.

JOHN W. HOLCOMBE, Supt. Public Instruction, *Chairman.*

From State Horticultural Society.

From State Teachers' Association.

C. M. Hobbs, Bridgeport.

C. W. Hodgkin, Richmond.

J. G. Kingsbury, Indianapolis.

R. A. Smith, Greenfield.

W. C. Latta, LaFayette.

W. H. Elson, Rockville, *Sec.*

NORTHERN INDIANA TEACHERS' ASSOCIATION.

1. The Northern Indiana Teachers' Association will hold its second annual meeting at Rome City, July 1st, 2d, and 3d, the first session being held on the evening of July 1st.

2. The railway authorities will give regular excursion rates, 2 cents a mile, from July 1st to July 15th. Lower rates may be secured; if so notice will be given in due time.

3. The Kindergarten, School of Languages, the Music College, and probably the Secular Teachers' Normal will be in session at that time. There will also be evening entertainments, and Prof. Case will give one hour a day in music to members of the Association without charge.

4. Rev. A. H. Gillett, the Supt. of the Educational Department of the Island Park Assembly Association, has kindly offered to publish to the *Assembly* the programme of the N. I. T. A., and mail copies in all persons whose names the committee will furnish.

5. The Executive Committee is now arranging the programme and it is believed that the persons whose names will appear on the programme, as well as the subjects of which they treat, will render this meeting of the Association one of unusual interest. It is hoped that the teachers of Indiana will make their arrangements to be present.

The railroad and hotel rates will be very low; besides Rome City is a most delightful place, affording unusual facilities for both recreation and improvement.

D. W. THOMAS,

Chairman Ex. Com. N. I. T. A.

AN ALGEBRAIC PROOF THAT 2 EQUALS 1.

Let $a = 1$

and let $x = 1$

Then $a = x$

Multiply both terms by a , $a^2 = a x$

Sub. x^2 from each factor $a^2 - x^2 = a x - x^2$

Factoring $(a + x)(a - x) = x(a - x)$

Cancelling $(a - x)$ in ea. term $a + x = x$

$a + a = x$

$2 a = x$

$2 a = a$

$2 = 1$

"NORMALS."—*Mr. Editor:* You justly remarked in the January Journal that "the word 'normal' is misused"—rather abused—and that "nine-tenths of the schools claiming this designation have no claim whatever to it." I am satisfied that nine-tenths of the so-called "normals" do not and can not do even good academic work. The only thing "*normal*" about them is the *abnormal* cheek they have and the price they charge.

N. B.—KNOWLEDGEVILLE NORMAL SCHOOL.

 SPECIAL ATTENTION GIVEN TO FITTING TEACHERS FOR EXAMINATIONS.

Address: PROF. A. BRAGADOCIO BLOWGABBER,
 OR PROF. F. SMATERER THINRINE,
 KNOWLEDGEVILLE, BENIGHTED CO.,
 STATE OF DELUSION.

The above is taken verbatim from a circular before me, *proper* names substituted and circus-poster description of charms of locality, etc., omitted. Can not—will not the leading educators frown this bare-faced humbuggery out of existence? They "prepare teachers for *examinations*." What an affront to county superintendents. Here are at least fifty students paying an extravagant tuition preparing "to be examined." Not preparing for the hard work of doing an honorable part in the state. Can a student get an education by studying long lists of State Board Questions? Good intellects are dwarfed and discouraged in the end. Moral discipline is neglected. The country is over-run with poor teachers. Wages are reduced for good teachers, and a way is thus opened for the sale of questions should a vendor appear.

THOS. J. SHIVELY.

EDWARDSPORT, IND.

PERSONAL.

M. Markle directs at Clay City.

C. W. Crouse leads at Cardonia.

J. C. Goshorn has charge at Centre Point.

W. Neil "wields the birch" at Harrodsburg.

W. S. Williams is principal at Bowling Green.

Wm. Rawley directs school matters at Knightsville.

Walter Wallace still holds the principalship of one of the Columbus schools.

H. W. Graham, a graduate of the State Normal, is principal of the Camden schools.

L. H. Hadley, of Parke county, is doing the honors at Staunton, Clay county, this year.

Ida May Long, one of Posey county's most efficient and most conscientious teachers, died January 30th.

W. T. Gooden has resigned the principalship of the normal school at Paoli, and will enter a new field of labor.

S. S. Boyd, of Wayne county, has been nominated by the Greenback convention, as a candidate for Supt. of Public Instruction.

R. A. Smith, Supt. of Hancock county, takes the place of W. M. Croan, removed from the state, on the committee on "Arbor Day."

W. T. Harris, the noted educator, delivered a lecture on Dante's Divine Comedy before the students of the State Normal School, on February 10th.

Miss Maggie Purdum, of Kokomo, a teacher of superior ability, and a lady of the highest moral character, died at her home Feb. 27, of blood poison.

J. C. Eagle, Supt. of the Edinburgh schools, recently spent a day visiting the Indianapolis schools. He reports his own schools in good working order.

D. Moury, formerly superintendent of Elkhart county, has graduated from the medical department of Vanderbilt University at Nashville, Tenn., and is now an M. D.

A. W. Clancy, of Muncie, who is representing A. S. Barnes & Co. in Iowa, has been spending a little time at home, and visiting his many friends in different parts of the state.

H. T. Pickel, who has had charge of the Mitchell schools for several years past, has resigned his place to accept the principalship of the Paradise Valley (Nev.) schools, at a salary of \$1400.

Alexander Forbes, of Chicago, general western agent for Sheldon & Co., is one of the best institute workers in the United States. He was formerly principal of the Cleveland, O., Normal School.

W. C. Barnhart, formerly Supt. of Columbia City schools, now in charge of the schools of Mt. Vernon, Ill., remembers his Indiana friends and experiences kindly. He is doing good work, as usual, in his new field of labor.

I. E. Wilson, a graduate of Valparaiso normal school, who has been for some time past one of the principals of the Shenandoah, Iowa, normal school, has sold his interest in the school and returned to his native state at Alexandria, for a short rest.

H. R. Gass, formerly teacher in the Vincennes University, is now Supt. of Public Instruction in Michigan. He recently made the Journal office a pleasant call, and spent a Sabbath with his old friend, Supt. T. J. Charlton, at Plainfield.

Eli F. Brown, formerly of the Indianapolis high school, last year of the State Normal School, but who at the beginning of the present school year became associate principal with J. B. Roberts in the conduct of the Indianapolis Female Seminary and editor of the *Educational Weekly*, has recently dissolved partnership with Mr. Roberts and connected himself "permanently" with Granger's Business College, at Indianapolis. Mr. Brown is a superior instructor.

GEMS OF THOUGHT.

Procrastination is the thief of time.—*Young*.

An honest man is the noblest work of God.—*Pope*.

'Tis distance lends enchantment to the view.—*Campbell*.

What makes life dreary is the want of motive—*Geo. Eliot*.

One touch of nature makes the world akin.—*Shakespeare*.

Education begins the gentleman; but reading, good company, and reflection must finish him.—*Locke*.

The pleasantest things in the world are pleasant thoughts, and the great art in life is to have as many of them as possible.—*Bovee*.

He looks the whole world in the face,
For he owes not any man.—*Sel*.

Do your best all the time. The poorest economy in the world is to half do a thing. It satisfies nobody, neither the giver nor the receiver. Do your best?—*Am. Jr. of Ed.*

Nothing does so establish the mind amid the railings and turbulence of present things, as both a look above them and a look beyond them—above them to the steady good hand by which they are ruled; beyond them to the sweet and beautiful end to which by that hand they will be brought.—*Jeremy Taylor*.

BOOK TABLE.

The Week's Current is the name of a 3-column 4-page paper intended to furnish teachers and older scholars the news of the week. It is published by E. O. Vaile, of Chicago, the incisive editor of "The School-Master," "Fresh Leaves," "Sense Reader," etc.

The Township Institute, published at La Fayette (by Supt. Caulkins), is a neat 8-page 3-column paper, filled with helpful matter for teachers. The paper should be read by every Tippecanoe county teacher.

Reception Day—No. 3. New York: E. L. Kellogg & Co. Price 30 cents. This little volume contains a good selection of dialogues, recitations, declamations, graded and selected to meet the wants of the schools.

The Township Institute is the name of an 8-page paper edited by B. W. Everman, Supt. of Carroll county, for the benefit of the teachers of his county. Besides the articles of general interest it contains much local matter to interest Carroll county teachers.

The Home and School Visitor, published by D. H. Goble, Greenfield, Ind., has changed its form and price. It is now a 32-page 2-column monthly paper, and the price advanced to 75 cents. The success of this paper exceeds that of any juvenile paper west of the mountains, having a present circulation of 15,000. This indicates its merits.

The Handy Atlas of the World, published by Ivison, Blakeman, Taylor & Co., of New York and Chicago, price 50 cents, is just what its name indicates. It is compact and complete. In thirty-two pages, thirty-five maps and several valuable statistical tables are given. The railroad maps are up to date, giving even the "standard railway time maps." Special maps are given of New York, Boston, Philadelphia, Washington, Chicago, and St. Louis.

Houghton, Mifflin & Co., of Boston, are doing an excellent service to the country by the "Riverside Literature Series." The standard literature from the best authors are thus brought within the reach of all. For example, beautifully printed and bound in heavy paper, one can get *Evangeline*, Longfellow; *Snow-Bound*, Whittier; *The Courtship of Miles Standish*, Longfellow; *True Stories from New England*, Hawthorne; etc., etc., for 15 cents each.

The first number of *The Kaleidoscope*, a monthly magazine for girls and boys, has just been issued by W. S. Bond & Co., of York, Penn. It is filled with entertaining and instructive matter, suitable for the home circle and supplementary reading in schools. "Useful Work for Young Hands" is a valuable feature. Some instructive puzzles are given and valuable prizes offered for best solutions. The publication price is 50 cents a year. Sample copies free.

The Fountain is the name of a new youth's magazine edited and published by W. H. Shelly, York, Penn. The number before us contains more good reading matter for boys and girls than any paper

of its size that has come to our table for years. Its excellence consists in its tendency in devoting its pages largely to interesting statements and stories in the line of natural history and science, and to choice selections, rather than to stories that contain neither information nor moral lessons.

The Popular Science Monthly, published by D. Appleton & Co., of New York, at \$5 a year, is what its name indicates. It treats, in the main, scientific subjects, but avoids in a large measure technicalities. No other publication in the country occupies the same field—and the field is an important one. So long as it adheres to its sphere—science, it is capital; but when it gets into the realm of the classics it becomes frantic and unreasonable, and occasionally ridiculous. It should "stick to its last."

Olney's New Elementary Geometry. New York and Chicago! Sheldon & Co. Cyrus Smith, Indianapolis, agent for Indiana.

Prof. Olney, of Michigan University, the author, has a national reputation as an author and a teacher; and his books are all popular with thoughtful teachers. Perhaps no other book on the subject has come so near to presenting a thoroughly philosophic analysis and arrangement of the subject-matter of Plane Geometry. The book deserves careful examination and liberal patronage.

Buried Cities Recovered, or Explorations in Bible Lands. By Frank S. DeHaas, D. D. Wm. Garretson & Co., Indianapolis.

The title gives a clue to the true character of the book. The author was U. S. Consul in Palestine, and thus had a better opportunity to study his subject than most travelers have. In addition to the information concerning buried cities, the book gives a comprehensive history of all the countries mentioned in the Bible. The vast fund of information it contains will be of great interest to any one interested in the study of antiquity.

The Atlantic Portraits are fine life-size pictures of Longfellow, Lowell, Whittier, Holmes, Bryant, Emerson, and Hawthorne. These pictures are issued by Houghton, Mifflin & Co., of Boston, the publishers of *The Atlantic Monthly*, and are sent post-paid for \$1.00 each.

They are being placed, not only in a great many homes and libraries, but in a great many school-rooms. At this time when there is a universal demand for more literature in our schools, what could be more appropriate than to decorate the walls of our school-rooms with the portraits of these noted authors.

Barnes's General History. A. S. Barnes & Co. New York and Chicago: Gen. H. P. Hurst, of Chicago, agent for Indiana.

This book is gotten up in good style and is appropriately illustrated. It is well furnished with maps, which are an essential in this

study. The style is clear and concise. Instead of giving *all* the space to wars and politics, space is reserved for literature, religion, architecture, character, habits, customs, etc. It proceeds on the supposition that it is better to know *something* about Plato than to know *all* about Cæsar. The book is a good one and deserves liberal patronage.

Primer of Politeness: and a Help to School and Home Government. By Alex. M. Gow. Philadelphia: J. B. Lippincott & Co. For sale by Merrill, Meigs & Co., Indianapolis.

The author of the above named little book is well and favorably known in this state. He was the efficient superintendent of the Evansville schools for many years. In the preparation of this little book the author has acted on the principle that "scholarship without good breeding is only half an education." The plan of the book is to relate an anecdote illustrating a principle, and then follow it with questions and answers. The book covers all the field of conduct. Among the chapters are those on Politeness, Habits, Honor to Parents, Personal Habits, Kindness to Animals, Temperance, Habits of Labor, Practical Jokes, etc. It will be of value to any teacher.

Worth and Wealth; or the Art of Getting, Saving, and Using Money. By F. L. Haines. Sold on subscription by Brandt & Bruce, 243 State street, Chicago; or 43 Thorpe Block, Indianapolis.

After a careful examination I am free to say that "Worth and Wealth" is a valuable book. Getting, saving, and spending money make up the greater part of most people's lives, and touch all grades of society. No subject can be more practical. The volume, which is a handsome one, and comprises 700 pages, covers the entire range of business and social relations, and does it in a clear, frank, common sense way that is to be highly commended. The reader can form some estimate of the book by imagining what a good thinker would say under such headings as: Time and its uses, Industry, Courtesy, System, Grit, Promises, Loafers, Buying, Credit, Debt, The Farmer, Living on your income, etc.

BUSINESS NOTICES.

PAY UP!—This is not a *dun*, only a "reminder." With but few exceptions those persons whose names are on our "unpaid" list were *expected* to pay up by the Holidays. That was the understanding. Do not forget it.

Teachers, for *Situations* or *Higher Salary*, address, with stamp for application blank and a copy of our "School Journal," NATIONAL SCHOOL SUPPLY BUREAU, 87 Fifth ave., Chicago, Ill.

SCHOOL TEACHERS

Desiring to do a good thing for others and a profitable thing for themselves, can have an opportunity, without interfering with their school duties, by representing our business in their immediate neighborhoods. A wide-awake teacher can frequently make more money on Saturday than his salary amounts to for a whole week. Address: FRANK B. AINSWORTH & Co.,

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Indianapolis, Ind.

A NEW MAP CASE.—Dr. J. R. Hussey, of Indianapolis, whose State Map is in most of the school houses of the state, has invented a map case, which has superior merit. Thousands of dollars worth of maps are ruined because they are not protected. Maps are needed and should be preserved. Dr. Hussey's case will hold a full set of maps; and for compactness, convenience, and cheapness, surpasses anything of the kind yet invented. It needs only to be seen to be appreciated.

ACTON NORMAL.—The third year of the Acton Normal School will open March 17, 1884. For particulars, send for Catalogues.

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N. W. BRYANT, Acton, Ind.

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh, Asthma, and all Throat and Lung Affections; also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellow-men. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. NORRIS, 16 Powers' Block, Rochester, N. Y.

10-10

Our School Aids are extensively used by practical teachers for conducting schools in good quiet order. Set No. 1 includes 12 largest, elegant, artistic chrome excelsior cards, 50 large, beautiful gold and tinted chrome merit cards, and 150 pretty chrome credit cards, price per set \$1.75; half set \$1. Set No. 2 includes 12 large elegant floral chrome excelsior cards, 50 pretty floral merit cards and 150 credit cards, price per set \$1; half set 50 cents; samples free. 600 new designs of beautiful chrome and floral school reward cards. No. 3, birds and flowers, small sizes, prices per dozen 5c; No. 3, animals, birds, etc., 5c; No. 14, hands, baskets, and flowers, 10c; No. 68, lilies, flowers, etc., 12c; No. 34, plants and roses, 10c; No. 30, medium sizes, girls, boys, and flowers, 15c; No. 13, hand bouquets, 15c; No. 45, roses, forget-me-nots, etc., 20c; No. 17, blooming roses, 15c; No. 56, roses, strawberries, etc., 15c; No. 9, blooming roses on golden card, 20c; No. 44, hands, bouquets, flowers, etc., 30c; No. 62, large sizes, birds, eggs, flowers, etc., 30c; No. 11, full blooming roses, lilies, etc., 30c; No. 69, ladies' slippers and flowers, 25c; No. 12, variety of flowers in baskets, 30c; No. 59, variety of birds, flowers, branches, etc., 25c; No. 31, spring, summer, fall, and winter, 25c; No. 32, full blooming roses, daisies, etc., 25c; No. 3, pansies, plants and lilies on gold card, 40c; No. 54, variety of flowers, children, rabbits, etc., 40c; No. 33, large roses and flowers, 50c; No. 5, full blooming moon roses on gold card, 50c; No. 37, book marks, variety of birds and flowers, 30c. Large set samples, 15c. All post-paid by mail. Stamps taken. (Our stock is fine and complete.)

10-17

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PHOENIX PUBLISHING CO., WARREN, PA.

RICHMOND NORMAL SCHOOL

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A School for Thorough Professional Preparation of Teachers.

COURSE OF STUDY THREE YEARS.

FIRST YEAR covers all work required of teachers in the common schools, besides Moral, Book-keeping, Drawing, and School Law.

SECOND YEAR covers additional work required for Eight-year Professional License.

THIRD YEAR covers additional work for State or Life License.

Students are graduated from each year's work when it is completed.

Those who do not wish to complete course can select studies for which they are prepared.

Spring Term.—A special course of one term's work has been arranged for teachers who wish to review the *Common Branches*. The most important parts of each subject will be selected in logical order, and thorough work done. Persons attending this term can, if they desire, and are prepared, enter classes in the regular course.

Methods of Instruction and Observation in the Model School important features.

A Summer Term of six weeks will be held for those who can not attend during a regular term. Thorough and practical work will be given in all the *common branches*, and in *Theory and Practice*, besides such other work as may be desirable.

Also frequent lectures on historical, literary, educational, and scientific subjects, the last finely illustrated with apparatus.

No pains will be spared to make this one of the most pleasant and profitable Summer Schools ever offered to the teachers of the State.

Tuition for regular terms \$10; for Summer Term \$6. Boarding, in clubs, from \$2 to \$3 per week; in families, from \$3.50 to \$4.50. These figures cover all necessary expenses.

Write, for further information, to

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CYRUS W. HODGIN, Principal,
JAMES B. RAGAN, Associate Prin.

INDIANA SCHOOL JOURNAL.

Vol. XXIX.

APRIL, 1884.

No. 4.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

IV.

MILES JOHNSON FLETCHER.

✓ WE realize the fearful cost of the War of the Secession never so fully as when we think of the young lives of golden promise which were sacrificed. Not from the ranks of the less noble, to whom the future gave no promise, and not from the advanced in years, whose life-work seemed accomplished, did the Death Angel make up his harvest. The true and leal, the young and gifted and ambitious were alike marked for his own.

In my mind are always associated two of America's sons who were exemplars of young manhood. Neither fell in battle; neither fought in any engagement; yet were they none the less soldiers of that war. Both aided grandly in rallying the young men to the defense of the flag; both performed important services in the organization of the troops; both gave their days and nights to the cause of their country; both fell at their posts of duty—fell at a moment, at a breath, early in the conflict, and seemingly at the commencement of their career. Alike were they distinguished by the special friendship of the two great executives of the North—of Lincoln and Morton. Ellsworth and Fletcher accomplished more, perhaps, in death than in life.

The light which shone from the tomb illuminated the pathway of the brave and the true. The voices that called to duty were thenceforth voices from the Better Land.

MILES JOHNSON FLETCHER was born on the 18th of June, 1828, in the new village of Indianapolis, which has developed into the capital city of to-day. His father was a State senator and an attorney of the highest standing. No name is more intimately associated with the advancement of all the material interests of Indianapolis than that of this family. Their influence is recognized alike in the commercial, the religious, and the educational world. Calvin Fletcher, the father, was a self-made man. His vast wealth and the honors which he received were won by merit and by merit held. The sons were reared in a religious and cultivated home, and grew to manhood under wholesome teaching and discipline.

Miles was the fourth son. He was strong in mind and in body, active and energetic in temperament, amiable in character and in manner. From childhood he was a general favorite at the capital, and possessed natural qualifications for leadership among his companions. His cavalry company of youths, which he organized and commanded, is remembered with interest and pleasure. He received a thorough education. He was fond of study, and enjoyed superior advantages. He was prepared for college at the old Seminary on New York street, whose site is now marked by a memorial stone. In '47 he entered Brown University, at Providence, R. I. From this venerable and noted seat of learning he was graduated in '52, at the age of twenty-four, and returned to his home with high honors fairly earned. He brought with him a young bride, whom he had won at the close of his college life in New England. He was immediately elected to a new professorship in Asbury College—then improperly called a university—and entered upon his duties in the fall of '52.

The selection of so young a man for a professor's chair in such an institution seemed a marvel; but not less phenomenal was the establishment of the professorship to which he was called. Asbury College was formerly an institution of the old school, modeled strictly in accordance with the old college *regime*. The doors

were closed against female students. The classics were esteemed almost the sum total of education and accomplishment; and Latin and Greek, with Hebrew for the biblical students, constituted the classics. The sciences, modern languages, and modern literature were accorded a place, but in a field encroached upon, where they had to struggle for all the ground retained or gained. The work of the common schools throughout the State was not characterized by a single feature of the New Education. There was a slavish following of text-books in both truths and errors; there was almost a superstitious reverence for rules, without regard for principles. The work of primary grades was treated with contempt as a study for the simple minded and a charge for boys and girls untrained. Little dignity attached to the studies of youths, which are really the most valuable part of an education. Seeking a change, the public began to clamor for the study of the practical, yet with but a vague idea of what the practical might imply. The time had come for the recognition of a New Profession; for the ushering in of a New Education. The colleges—the teachers of the teachers—must commence the work or give place to other institutions more in harmony with the spirit of the new time. Asbury College recognized the situation, and took her place in the van of progress. She violated the musty traditions of the past. She parted company with those who clung to antiquated precedents. The young professor took his place in a new chair of Normal Instruction.* Despite his lack of years, his work was grandly successful. He was a tireless worker, a faithful investigator. He had studied by observation the systems of instruction in Eastern cities. He had read and pondered well the philosophy of education as held in other countries. He possessed the true and in-born spirit of the teacher. And thus he was enabled to present to his students the system of Pestalozzi—the education of Humanity.

After remaining two years at Asbury College, he determined to prepare himself more fully for his life-work by a study of law; he therefore resigned his position and repaired to Boston, where he was graduated, three years later, at the Dane Law

*It was called the chair of English Literature and Normal Instruction.

School of Harvard University. He was immediately re-elected to the chair at Asbury, and resumed his work.

In '60 he was nominated by the Republican party of Indiana for the office of Superintendent of Public Instruction. The campaigns of the year were characterized by breathless interest and excitement. The best men of both parties were opposing candidates. The Republicans were triumphant. The popularity of Prof. Fletcher was shown in the election returns. Though opposed to a tried and able officer, his majority was seventeen hundred votes above the average party majority. The storm of war was now about to burst upon the Republic. How fast the world moved, then! Secession commenced in December; the Star of the West was fired upon in January; the Confederacy was organized in February; the new Administration commenced in March; Fort Sumter fell in April; then began the march of troops, and then was ushered in the mighty conflict of the age.

Governor Lane was inaugurated on the 14th of January, '61. Two days later he resigned his high office to accept a seat in the Senate, leaving Morton to be the clubbed right arm of the Government upon the difficult Western border. Supt. Fletcher entered upon his new duties in February. While reluctant to remain when his young friends were thronging to the front, he believed it to be his duty to administer the work of the office to which he had been called. But he performed a soldier's duties at the capital. Frequently he was called from the Department rooms to drill the troops. He economized his time that he might share a soldier's labors. No face was more familiar to the Indiana regiments, save only that of the War Governor.

The value of a thorough legal training to one filling the office of Superintendent of Public Instruction became very apparent. By far the larger portion of the school system of Indiana is not found in the text of the statutes, but in the unwritten law—in the decisions of the courts, the rulings of the Department, the opinions of the Attorneys General, and the orders of the State Board of Education. A very valuable edition of the school law was issued by the young Superintendent in '61, and aided materially in the administration of the school system of the State.

Supt. Fletcher engaged actively in the work of the institutes, awakening enthusiasm in the development of better systems of instruction. His report to the Governor was submitted in '62; the report to the Legislature was left to be made by another hand than his. An evil which had occasionally appeared in the school system came to its culmination in this term. In '60 the trustees of one-fourth of the State had anticipated the revenue of the coming year, expending double the amount to which they were entitled, and issuing notes for half the expenditure.* The Legislature of '61 wisely prohibited such anticipation of moneys, declaring that "said revenue they (the trustees) shall not permit to be expended * * in advance of its apportionment to their respective corporations." It remained for the trustees of a vast number of districts to redeem the notes issued and to close the public schools, or to continue such schools by ignoring their just obligations. Supt. Fletcher chose the former of the hard alternatives, and in '61 nearly a quarter of the public schools of Indiana were suspended. But he urged the people of all such districts to maintain private schools, and this they generally did; so that, really, the cause of education was but little retarded, while a useful practical lesson was taught.

The subject of military training in schools and colleges was generally discussed in '61, and Gov. Morton received numerous communications upon the subject, all of which he referred to Supt. Fletcher. The latter, in his report, took strong ground against a general military education of the people, and defended his position by sound argument. Yet he was by no means opposed to military drill of pupils as a kind of gymnastic training, provided the war spirit was eliminated therefrom. Many of his utterances are striking and epigrammatical. Note the following: "Let us ever in time of war prepare for peace, but never in time of peace make it an object to prepare for war; let us rather *prevent* war by the elevation of all that makes up the internal life of the State." "The best guarantee against war is the education of the masses." "The educator of youth is equally

*Doubtless much of this expenditure was made in payment of indebtedness incurred in previous years.

patriotic with one who dies upon the field of battle." "How important is it that this office should be wholly separate from politics." "The mind, the heart, the body are all from God; they are a blessed trinity in unity." "Power, even existence, are not ultimate ends."

The spring of '62 was a busy time for the Superintendent. In addition to the work of his office, he labored for his country and for the soldiers. After the battle of Shiloh he repaired to the scene of the conflict, in company with the Governor. He went not as a spectator of the scene, but as an active worker in all that remained to be done. In carrying a wounded man from the field to a steamboat, he received severe injuries. He visited the hospitals and the battle field to seek out cases of suffering which he might relieve. He freely gave his money, as well as his labor and time, to the work. Returning, he labored earnestly and hopefully in the work of the Department, but resolved to go again, on an errand of mercy, to the South.

On the evening of May 11th he returned from a successful institute at Acton, and after a short visit home repaired to the Union Depot. Until the westward train started, he chatted familiarly with many old acquaintances who surrounded him. He was the picture of health. He was animated and full of the spirit of his work. He was filled with plans of usefulness for the future. And thus he went forth—to die. He sat by the side of the Governor while the train drew out into the night and across the fair prairies of Indiana. Long did the friends converse on the momentous issues pending, on the duties of the hour, on the problems of life. Midnight passed. They reached the town of Sullivan, near the boundary of Illinois. In the darkness a car from a side-track had blown down to the track upon which they must pass. There was a shock, a groaning of timbers, a moment of awful suspense. The Superintendent, who was at the window, sought to ascertain the nature of the danger, when he was struck a death-dealing blow from the obstruction. Life was instantly extinct.

It would be vain to attempt to depict the anguish of that scene. Governor Morton, referring to it in his message, says: "I was

standing by his side at the moment of his death, and never before did I have brought home to me in full force that passage of Scripture which declares that 'In the midst of life we are in death.' Had I been asked a moment before who, among all the young men of Indiana, bade fairest for a life of great usefulness and fame, I should have answered, Miles J. Fletcher." Thus ended that noble life. For the first time the Department was closed and in mourning, as its chief was called to the better world. The honors which were paid him in death were fitting the departure of such an one. His services to education, his faithfulness to every duty, his patriotism and worth to his country are among the treasures of our history.

THE COMMON SCHOOL OF A QUARTER CENTURY HENCE.*

✓
JAMES BALDWIN.

I TAKE it for granted that the subject which interests us most to-day, is not a question of prophetic verity, but rather a discussion of facts and principles having a present practical value and application. The common school of the year 1884 is much nearer to us than the common school of a quarter century hence; and, bearing this thought in mind, you will pardon me if, while depicting in this paper a somewhat ideal but altogether possible future; I direct your attention primarily to certain features in the work of the common school of to-day.

To establish a basis for our speculations and inquiries, let us briefly notice the progress which has been made in educational matters during the quarter of a century just past. Within that time we have seen the inception and growth of the graded school idea; the county superintendency has been established; the system of examining and licensing teachers has been improved and perfected; the State Normal School has been founded, and its necessity fully demonstrated by the efficiency of its work; county institutes and township institutes have been established by law;

*An address delivered before the State Teachers' Association.

private normal schools, and so-called normal institutes, have sprung up in almost every county, annually affording instruction to thousands of preparing teachers; in nearly every city and town "palatial" school buildings have been erected; the village and district school-houses have been very generally improved; the length of the school year, in most localities, has been doubled and even trebled; the salaries paid to teachers have been steadily—but oh! so slowly—advanced; the demand for trained workers has been constantly increasing; the opportunities offered to teachers for acquiring a professional education have become almost unlimited. Then, too, as regards the internal economy of the schools, there have been like improvements. The methods of instruction, in most branches, have been revolutionized. Who is there who teaches reading, or arithmetic, or grammar, as it was taught twenty-five years ago? If you can find such an one, go and write the word *old-fogy* under his name. Not only have we discovered new ways of teaching these old-fashioned branches, but we have learned that reading, writing, and arithmetic no longer suffice as a liberal common school education. Within the past quarter of a century, we have invented object lessons, and language lessons, and natural history lessons, and the Grube method, and phonics, and diacritics, and the reformed spelling, and the Quincy method, and "diagram-analysis,"—and, lastly, we have learned to dissect everything until nothing is left but the bare skeleton of "principles" and "elements."

When we enumerate that which has been done in the educational field, and think of that which remains to be done, we almost begin to doubt whether any further progress is possible. We are tempted to believe that, for us, the millenium is at hand, and that, save a substantial increase in wages, or in the length of the school term, scarcely anything more is desirable. Having been, like the rest of the world, awakened by the Gabriel-horn of progress, we have eagerly joined in the universal struggle to "catch-on" to the cannon-ball train of civilization. Some of us, although barely securing a place on the rear-platform of that train, can scarcely be persuaded that we are only passengers; we fondly imagine ourselves, not only the conductor and the engineer, but

the engine itself. We fail to perceive that everything else about us has been making substantial and very rapid progress, and that at best, we have not more than kept even pace with the general onward movement.

I would by no means disparage or decry anything that has been done by way of actual improvement in the system of common school education, but I have no patience with that kind of self-gratulation, to which even teachers are sometimes given, which permits the contemplation of our success to eclipse or conceal the magnitude of our failures. The fact is, that the past quarter of a century has been with us largely a period of transition and experiment; and in estimating our rate of progress we are apt to forget some things. What, after all, are "palatial" school houses, and trained teachers, and improved methods, and all the elements of advancement to which I have alluded, but merely the means devised or established for the attainment of certain ends? And yet it is to these, and only such as these, that we invariably point as evidences of the progress which we have been making. We say not a word about the children in the schools; or, if we mention them at all, it is only to speak of them as necessary adjuncts to the "palatial" buildings, the trained teachers, the improved methods, or—what is more common—long and useless tables of statistics. Of course, when the matter is brought home to us, we are ready to acknowledge that all this expenditure of labor and capital, and of pedagogical brain and sinew, is made for the benefit of these children; that the object for which the common school was established and is maintained, is to prepare them to become useful citizens, strong thinkers, able doers, well equipped for life's struggles, well worthy to enjoy life's gifts, filled with noble aspirations, inspired with heavenly aims.

Judged, then, rigidly by the standard of genuine results, what progress have we made? What progress are we making?

Compare the pupils turned out from our schools to-day with those of a quarter of a century ago. Have they more rational ideas of the problems of life and the duties of citizenship? Are they clearer thinkers? Are they better doers? Are they purer

in morals? Are they better able to earn for themselves a living? Or to confine ourselves more nearly to the ordinary standards of school-room work,—how many spell more accurately? How many write more elegantly? How many cipher with more correctness and a clearer understanding of processes? How many habitually speak their native tongue with greater propriety? What proportion of them all remain in school until they have acquired a fair education? To what extent has illiteracy been diminished in the community?

It seems to me that, in estimating the genuine value of the work which we are doing, these questions are of vital importance. And the point which I wish particularly to make is, that a quarter of a century hence, when we shall have worked our way through and out of this necessary transitional period, these questions and others of similar import will be the first to be considered.

The drift of public opinion is already directed that way. That is the cause and the meaning of the recent criticisms upon the public schools, of which some of us are so extremely impatient. It is easier to dismiss these criticisms with the epithets "ignorant" and "senseless" than it is to disprove their applicability. The voice of the people is not so much for reform as for better and more substantial results.

Say they to us: "We have been liberal with you, and long suffering. We have provided for your education at the expense of the State. We have passed laws obliging you to qualify yourselves, after a sort, for the duties of your profession. We have supplied you with every convenience for the prosecution of your work. We have paid you liberally, and in many cases extravagantly, for all the good that you have accomplished. We have allowed you to experiment with our children, lo! these many years. We have patiently observed your processes of dissection and hair-splitting, and have not opened our mouths. We have listened to your fine talk about methods, and when we failed to discover their applicability, we meekly considered that the fault lay in our own ignorance. Now what we demand of you is that you settle upon some well-founded basis of operations, and b

gin to produce results commensurate with all this outlay of time, talk, talents, and the school fund."

Such being now the turn in tide of popular opinion, we may safely predict that during the coming twenty-five years, the methods which we have been so long in maturing will have been fully tested, and that only those will be retained which are capable of leading to the most satisfactory results. The model school, therefore, of a quarter-century hence will be a school wherein honest, common sense efforts to promote the highest intellectual and moral development of the pupils are not hampered and obscured through vain experimenting with fine-spun theories.

Is it necessary to specify minutely the distinctive features of that school?

I have been urged to give you a picture of the common school of a quarter century hence. You will pardon me if, in order to heighten certain contrasts, I draw two pictures instead of one. For I take it that, in the year 1908, not all schools will have reached the same standard, and that then, as there are now, there will be not a few schools lagging full twenty-five years behind the times. I shall, therefore, exhibit two types of the common school as I imagine them existing at that period; and after you have looked first on this picture and then on that, you may draw your own conclusions.

You may imagine, if you please, that the wheels of time have been turned forward just twenty-five years, and that we are living in the first decade of the twentieth century—somewhat older and perhaps a trifle wiser.

A public spirited citizen in one of the most enterprising towns is conversing with a stranger. He points with an air of satisfied pride to a large and really elegant building some blocks away.

"That," says he, "is our school house. It is the one thing of which our people are very justly proud; for we regard it as the best possible evidence of our thrift, enterprise, and liberality."

The admiring stranger is pleased with the architectural beauty of the building.

"Surely," he remarks, "in a building so beautiful and imposing, one should expect you to have an excellent school."

"Well, that is true," answers the public spirited citizen. "A I suppose that our school is at least as good as the average. The superintendent is a good fellow,—clever to everybody, and good on system; and most of the teachers are graduates of the High School—well deserving girls who can afford to work cheap. The school-house cost us a deal of money; we had it built upon a hill there, so that it could be seen from both railroads, you know, and the School Board expended so much on the outside of it, to make it look well, you know, that they can't afford many extras inside. And, after all, it doesn't matter; the school does very well."

The stranger suggests that they pay a visit to the school, and see what is actually being done inside those imposing walls. But the public spirited citizen demurs.

"We citizens are not in the habit of visiting the school," says. "We have so much confidence in the ability of our teachers that we think such visits altogether unnecessary,—and especially so since the children might be annoyed and disturbed by our presence."

The admiring stranger, in order to satisfy his curiosity, determines to visit the school alone. He finds the interior of the palatial building very different from the exterior. The hall-ways are bare, cold and dark. The school-rooms, although large enough and light enough, are devoid of both beauty and comfort. Ill-ventilated, always too warm or too cold, constructed upon the "one and only" plan of inconvenience and rectangular precision, they contain not one thing that is pleasant or attractive to the eye of a child. The walls are rough-finished, the furniture, though designed to be handsome, is made of the very strongest patterns and materials; everything—even the countenances of the children—bears a prison-like aspect. The admiring stranger, commenting upon the bare discomfort which everywhere prevails, is informed that this is the fault neither of careless teachers nor of an economical school board, but that it is the outcome of a very popular notion that anything like genuine, home-like comfort in a school-house is as much out of place as a pig in a parlor.

Nobody expects to find culture and refinement, or even good manners, in a public school. It is true that the teachers give the pupils regular lessons on morals and manners; indeed, they oblige them to memorize whole pages of moral precepts and rules regarding their behavior on the street and at the dinner-table. But they never think of these rules as being of any practical use. Like the definitions learned in their grammar and arithmetics, they are memorized only to be had in readiness when examination day arrives.

If the stranger has any doubts of the truth of the explanation, he has them dispelled when, shortly afterwards, he observes the pupils enjoying the "democratic freedom of the play-ground." The superintendent remarks that, although the children are a little rude at such times, yet this rudeness is only the natural overflow of pent-up spirits, and should in nowise be checked or discouraged. The stranger learns, moreover, that the recess is a time-honored institution whose origin dates back even to prehistoric times. It has many advantages to recommend it. First, as the children march out and in, keeping step with the beat of a drum, it affords an excellent opportunity—to display the fine military discipline which is maintained in the school. Second, since no child,—whatever the state of its health, the sufficiency of its clothing, or the condition of the weather—is excused from participating in the exercises of recess-time, its value as a preventive of good health is undisputed. Third, it has a very decided and beneficial influence towards regulating the price of real estate in the neighborhood, thus aiding labor in its struggles against monopolies. Fourth, it is a practical, every-day exponent of the foundation-principle of our government, that all men are created equal,—for here, the rich and the poor meet together, and all lines of caste are forgotten. Fifth, as a promoter of morals it has no equal or substitute,—for through its agency, the pure-minded, the gentle, the well-taught are made strong, and noble, and self-controlling by the daily hearing and seeing of things rude, impure, and vile. Virtue is of little worth that has not been tried by temptation.

The stranger suggests that possibly it would be well to put a

saloon in the basement of the building, in order to teach lessons of temperance to the boys.

When the hour of "democratic freedom" has expired, and the children with muddy feet and muddier minds have returned to their books, the stranger has time to examine into the method of instruction pursued in the school. Both teachers and pupils, judging from their habitual attitude, seem to have taken lessons from the stiff rectangularity of the school-room walls. Every movement is regulated by a clock, a bell, and a program. The pupils, sitting straight and stiff at their desks, look like rows of statues in an exhibition of Mrs. Jarley's wax-works. They memorize definitions and rules, but have no idea of their meaning or application.

Even the youngest children can tell how many bones are in the human body; but not one of them knows what the human body is. Every problem in arithmetic is solved after a prescribed form which entirely obscures the vital points of the process. The pupils,—especially the younger ones—can read with the book closed as well as with it opened. Almost all of them can tell a macron from a breve, and a diaeresis from a semi-diaeresis, but not one of them can pronounce correctly the name of the second month in the year. They have a school-room language which nobody expects them to use elsewhere. (For instance, they are sharply corrected if they remark that "John has asked if the dog carries a basket." They must say "Jon has awsked if the dog carries a bawsket.") If they study books, they study them merely as a collection of dead words; if they listen to the teacher's lessons, it is only as a sinner listens to a sermon on Sunday. The school is evidently modeled after the Stuttgart system of education, "on the principle not of cherishing and correcting nature but of rooting it out, and supplying its place with something better. The whole process of teaching is conducted with the stiff formality of military drilling; everything goes on by statute and ordinance; there is no scope for the exercise of free-will, no allowance for the varieties of original structure. A scholar must possess what instincts and capacities he pleases; the regulations of the school take no account of this; he must fit himself in

the common mould, which, like the old giant's bed, stands there, appointed by superior authority, to be filled by the great and the small." (See Carlyle's Life of Schiller).

Having made these observations the admiring stranger repairs to the superintendent's office in order to learn from that functionary something more regarding the general work of the school.

"You will find in each room," kindly explains the superintendent "a machine labeled *method*, by which every movement, even to the daily growth of the pupils, is perfected and harmonized. In this house, my dear sir, method is everything; and every machine has been manufactured to order. It is the teacher's chief duty to put her class in at one end of the machine, and then turn the crank. At the close of each month, the pupils are measured with an examination tape-line furnished by myself, and all whose stature falls below a fixed standard, are returned to a lower room to be ground over again by the machine which ground them last year. Sometimes a scholar is ground over three or four times before he is sufficiently pulverized.

You see, here in my office, this time-table, this almanac, and this large machine labeled *system*. By means of these simple appliances the whole machinery of the school is regulated. I determine not only how many turns of the crank each teacher shall give to her machine during the year, but I can tell you at any moment the exact position of any crank, and just where it will be at any future special day and hour. Here is another little apparatus called a "course of study," by which I determine the precise amount of intellectual pabulum to be given to each class during a period of twelve years; by its aid I regularly divide that pabulum into monthly rations, and I can calculate to a certainty the cubic inches of mental growth that each ration will induce."

"And what kind of manhood and womanhood do you induce by these processes?" innocently inquires the admiring stranger.

"We have nothing to do with that," answers the superintendent, resuming the study of a long column of "percentages." "It is the duty of the family, the church, and the Sunday-school to

attend to the manhood and womanhood question. The public school has enough to do to bear its own burdens, without shouldering responsibilities which do not belong to it."

Are you disappointed with the picture I have drawn? I have shown you, if not *the* school of a quarter century hence, at least one of the schools which, no doubt, in certain localities will linger until that time. There are, in every profession, persons who, under the plea of conservatism, come lagging along full twenty-five years in the wake of the world's advancement. And many such will still be living in the blessed year of Our Lord 1908. It is idle to hope that the millenium will dawn within the next quarter of a century; and until that time, we may expect to find quacks and incompetents innumerable in the ranks of the teaching profession. There will continue to be institutions making high professions, which might have *sham* written all over their walls and ceilings, and nobody slandered. The best that we can do to diminish their number, is to speak out fearlessly in denunciation. A quarter century hence, there will still be those who can not understand that the public school was established for any other purpose than to afford them employment. The majesty of the law will still be required to oblige some teachers to educate themselves. Mannerisms and hobbies will continue to be mistaken for methods. Graduates will still be turned out from the high school, ignorant of the things which they need most to know; and the great ends of public education will, in many instances, still be obscured by the artificiality of the means employed in the school. I am glad to believe that this state of affairs will be, by no means, general; and, I hasten to present my second picture—a picture of *the* common school of a quarter century hence. If you find fault with my first for its reality, you may criticise my second for its ideality. Yet, I hope that before even the half of a quarter century has elapsed, you may know from your own observation that such a picture is not altogether visionary.

You may imagine yourselves again as living in the earlier years of the twentieth century. Our stranger is in another enterprising town, not many miles away from the first. But, here

the public spirited citizen does not point out the school-house from a distance, dilating upon its architectural beauty and the liberality of those who have built it. He says: "If there is one thing for which we can justly thank heaven, it is our excellent school. Come with me and see what we are doing for our children."

As the two approach the building, the admiring stranger observes that, although its exterior is not wanting in architectural elegance, its appearance is rather homelike than palatial. It has evidently been built with an eye to comfort and convenience rather than show. It is no whited sepulcher. Its walls are neither shams themselves, nor do they serve to conceal shams. The school yard is not a barren Sahara of sand and pebbles, an arena for the "democratic freedom of recess-time," but a well kept lawn with borders of flowers, and here and there a shade tree or a fountain. Inside, the hall-ways are light, warm, and airy, impressing the visitor at once with some of that feeling of cheerfulness and good nature which they find to pervade the whole atmosphere of the place. There are pictures on the walls, there are flowers in the windows, there are books on the tables, there is an air of genuine culture in everything they see. No child, however rude or low-born, could resist the influence of such a place—could pass his school days in the midst of such surroundings without being raised and ennobled by them.

"It is all for the children," remarks the public-spirited citizen.

The visitors pass from room to room, and inspect the work which is being done. There are no grinding machines there. The teachers are at their posts, enthusiastic, wide-awake, efficient, but not manipulators or cranks. No one has so many pupils but that she can fully understand the capabilities, and attend to the wants of each individual. She is not worried by fears that she may fail to accomplish a definite amount of work within a specified time, or that a portion of her class will be unable to "make their grade." The results of her labor are not estimated by the figures scored at the monthly examinations, nor measured by the number of promotions made within the year;

but the growth of each individual pupil, in intelligence, in gentleness of manners, in earnestness of purpose, determines how well she has performed her whole duty. The methods which she employs are, as nearly as possible, nature's own methods, likest unto those "by which every genuine mother brings up her family, preserving the individuality of each, and weaving the whole into the golden web of household unity."

Each child is given that kind and amount of intellectual nourishment that he can best assimilate, and that will most promote his strength. If the superintendent applies his tape-line measure, it is to test the child's own capacity for growth, and not to compare his stature with some arbitrary standard fixed for the class. The pupils progress step by step, from one plane of advancement to another, as their individual strength and fitness permit,—the strong not being held back by the weak, nor yet by time-tables, and the weak not being carried through on the skirts of the strong. No attempt is made to mould two pupils in the same pattern. All men may be equal, but they possess diverse gifts; and not only is this truth recognized in the school, but it is made the leading principle in the direction of the work both of teachers and of pupils.

"And what branches of study do you teach in this school?" inquires the admiring stranger.

"As to that," answers the superintendent, "we teach a few things, but we teach those few things well. All who graduate from the High School are able to write their own commencement exercises; they can read aloud to the family at home without stopping to spell the words; they can write good business letters, and keep their own business accounts; they know the principles underlying and controlling a free government, and when they are old enough to vote, they can read their own tickets; they have a taste for good reading, and an unquenchable desire to extend the bounds of their knowledge. Some of them can do very much more than this, but the extent of their intellectual attainments, aside from this, is largely proportionable to the gifts with which Nature has endowed their minds."

"Not all the pupils in the schools," continues the superintendent, "will be teachers, or authors, or lawyers, or preachers, or

politicians, or artisans; but all may at some time, be obliged to earn their own living; and all can, and ought to be gentlemen and gentle-ladies. Some will be thinkers, but more will be doers; some will be head-workers, but more will be hand-workers. The school assumes none of those duties which belong distinctively to the family or to the church; it teaches its pupils neither a trade nor a religion; but it does assume to so strengthen and cultivate the mind and heart as to render the soul susceptible of the best and noblest influences, and the hand capable and willing to perform all that in the providence of God shall be required of it."

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Prin. Indianapolis Training School.]

PRIMARY NUMBER.

IN the preceding paper of this series it was shown that the subjects of addition and subtraction may be so taught and systematized that a single suggestion or question from the teacher may call out many sentences of recitation from the pupils. Such is the proper result of systemization. The first law of child-life is self-activity. The child's powers of thought and speech are not developed by the thinking and speaking of the teacher, but by the activities of thought and speech for himself. The purpose of such systemization as has been suggested above is to make as much as possible of the time of the class exercise available for the practice of the pupil in thinking, and in the oral expression of his thoughts under the salutary restraint of the recitation. The form of the recitation should therefore be such as to keep the pupils prominent and the teacher in the background. Yet the few simple questions and directions of the teacher should be so suggestive and stimulating as to direct plainly the efforts of pupils, and to secure from them the necessary effort. Sometimes the forms of recitation become so rigid that they restrict the freedom of thought in pupils, thus tending

to make them blindly automatic in their thoughts and speech. This is almost the necessary result of the forms of table work so prevalent under the head of the Grube method. The work here recommended is nearly free from this error, and an attempt will be made presently to show an antidote for such trouble when it does occur.

I think systemization like that previously indicated for addition and subtraction, may be made for multiplication and division, though not to the same degree of usefulness.

The composite numbers give the best opportunity. For instance, take six. Take up three shells and say, "How many shells have I taken, Fannie?" "Three shells." "How many times have I taken three shells, Susie?" "One time." "True. Watch and see what I do this time" (taking three shells again, and keeping the two groups separate, on a slate or large book, or on a table so they are distinctly visible to all the members of the class). "What did I do, Tommy?" "You took three more shells." "Correct. How many times have I taken three shells?" If need be the teacher may point to the two groups of three shells each, by way of assisting the memory. Pupils will thus answer, "Two times." "And how many have we taken altogether?" While asking this question the teacher moves the two groups of three each, closer together, so that pupils can count consecutively to six, if need be in determining the amount. Pupils will then answer, "Six shells." "Then two times three shells are how many shells?" "Six shells." Repeat in various forms until a clear and distinct idea is formed of the amount and its mode of attainment. Some of the forms that may be used for this purpose are as follows: "How many times three shells are six shells?" "Six shells are how many times three shells?" "Two times three shells are how many shells?" Finally the teacher says, "That is correct. Two times three shells are six shells." She now shows each pupil how to handle appropriately the shells, and has each in turn recite the above statement and illustrate it. Shells are exchanged for other objects, and pupils select objects from the ledge, and recite. At last the teacher says, "Then two times three are how many?" Pupils

recite the abstract form many times, the resulting sentence is embodied in the tables that are being formed.

A different handling will soon develop the companion sentence, "Three times two are six." Then the proper comparison will develop the emphasis proper for the recitation as follows: "Two times three are six. *Three times two are six.*"

While pupils are reciting these sentences in multiplication, it is easy to reach the corresponding sentences in division by contrasts, though the same sentences can also be reached from subtraction. For instance, "Two times three shells are how many shells?" "Two times three shells are six shells." "Then three shells are in six shells how many times?" (showing the two groups). "Three shells are in six shells two times." Pass at once to the abstract form, "Three are in six two times." Then develop the companion sentence, "Two are in six three times."

After this when the teacher says, "Three times two, Jimmie?" Jimmie proceeds to recite as follows: "Three times two are six. *Two times three are six. Three are in six two times. Two are in six three times.*"

The prime numbers present only a little greater difficulty. The subject-matter for seven might be as follows: Two times three, plus one are seven. *Three times two plus one are seven. Three are in seven two times, and one over. Two are in seven three times, and one over.*

Finally in review lessons, of which so many are needed in primary number in order to make the work perfect memory work, addition, subtraction, multiplication, and division may be involved,—the only key to the work needed by the pupil being such suggestions as this from his teacher: "Two and three, Sammy?" Successively, then, in their order, by one pupil, or by many in turn, the sentences and companion sentences involved may be recited.

COMPOSITION.

COMPOSITION should begin in the first grade and continue through the whole course. The word composition comes from a word that means to put together. The six-year-old pupil may

be taught to put things together ; this is composition in a broad sense. He may be taught in such a way as to lead him to compose in a narrower sense of the word ; i. e., to express his thoughts by means of words either spoken or written. It is the aim of this article to suggest some of the ways in which this may be done. The plan will work in the country schools as well as in the city schools. The human mind acts in accordance with the same laws in the country as it does in the city. When the child enters school he is acquainted with many common words used in conversation and with the ordinary objects in his neighborhood. This work, therefore, begins with these common objects.

1. Teach him to put objects together in such a way as to express thought. For examples take shoe pegs and wooden tooth picks and teach him to make oblongs, squares, triangles, etc. Allow him then to combine them according to his own fancy, insisting that he must "make something." A few minutes thought will lead any one to see that many forms may be composed from the elements mentioned. This kind of work is interesting to the children and keeps them profitably employed, while you hear the "big scholars."

2. Give lessons on pictures, leading the children to tell in good statements what they see in the picture. Secure variety of expression by adroit questions. If a pupil is asked what he sees in a picture, he will probably say "a dog and a boy and a log and a frog and some water and some grass and a hill and the dog's swimming and the frog's 'setting' on the log and that's all."

He has mentioned all the objects and actions represented in the picture. He has taken one step at least in composing. He has obtained some ideas. His composition is bad, however. Now is the time to teach. Ask him to tell you one thing he sees in the picture. "I see a boy." "Where is the boy?" "He is standing on the bank." "Where is the dog?" "In the water." "What is in the water?" "The dog." "Now tell me where the dog is?" "The dog is in the water." "Tell me now where they both are?" "The boy is standing on the bank and the dog is in the water." "Tell me three things you see."

"I see a boy and a dog and a frog." "Now tell the same thing and leave out your first *and*." "I see a boy, a dog and a frog."

By such questioning he may be lead to properly express his thoughts. Do not insist that he begin all his sentences with "I see," or "I have found," or any other such expression. Question in such a way that he can not do so. After a sufficient amount of work of this kind he will be able to take a new picture and *tell* what he sees, in a pleasant and interesting manner.

3. The written composition should follow this kind of work. The written work should not begin before the pupil has learned to write reasonably well and to spell the words he will need to use in his composition.

This work must be made very simple. It will not do to present the picture and tell him to write about it, even after he has talked about it. Let the first composition be answers to written questions similar to those asked above. After this have them write from topics. Place the words boy, frog, dog, log, on the board. Have them write something about each. Thus step by step he may be led to express his thoughts in written language. This is written composition.

Never ask pupils, old or young, to write a composition without supplying the facts they need, or putting them in a way to get the facts.

In primary grades it is the business of the teacher to help the pupil to get facts from objects that surround him. To this end lessons on plants and animals, and on the human body may be given them; thus giving practical knowledge as well as teaching them the habit of acquiring facts and how to express them.

LEARNING BY DOING.

SELF-ACTIVITY is the supreme law of the mind. This law is most strongly manifested in childhood in sense perception and physical activity, throughout youth by the predominant action of memory and imagination, and in later life by the stronger action of the reflective and rational powers.

It is the purpose of this paper to call special attention to the application of this law to the work of the school in the lower grades.

Set a pupil to doing something in an orderly way, and you at once put his faculties into an appropriate mental attitude toward some fact of knowledge which the work he is doing will teach him. The advantage of learning by doing is largely to be accounted for by this fact,—that activity of body and mind go so naturally together in a child that the former kind of activity gives tone to the mental powers, and enables the worker to assimilate perfectly into his own being the knowledge which, learned in less favored conditions of mind, he could only hold as a cold, intellectual product. It is the problem of the near future, in methods, to arrange a much larger share than we have yet done of the curriculum of the primary school into such forms as will admit of its being learned almost unconsciously by the children through the medium of bright, happy work. This must not be work in the shape of industrial schools in which the work is done for the sake of the value of the manufactured article, but by work that shall lead the pupil happily and thoroughly through much the same subjects and parts of subjects as constitute our present course of study in primary schools.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

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THE WILL OF THE TEACHER THE LAW OF THE SCHOOL.

I HAVE read in a book on the Science and Art of Teaching recently published, the following: "In order that the teacher may govern his school well, *he must be master*. His will must be law in his own domain; and there must be no doubt about it, either in his own mind or in the minds of his pupils. I quote not to disapprove, for when interpreted as the author probably intended, it is sound doctrine. But the passage takes

by itself is liable to an interpretation that is the weakness of much of the prevalent school government. It is often interpreted to mean that the will of the teacher determines the law of the school;—that the law of the school is what the teacher *wills* it to be, and that it is the law *because* he wills it. This makes of the teacher, theoretically, a tyrant, who makes and unmakes the law by which his little state is governed.

The true idea of school government is not this. The law of the school inheres in the school itself. The school is an organism made up of parts co-operating for the accomplishment of a certain end. What is the number and nature of the parts, and what is the law governing the action of each part must depend upon the nature of the end sought by the school. It is not therefore a mere matter of will of the teacher what shall be the laws of the school. On the contrary it is the purpose of the school that determines the law by which teacher and pupil alike, must be governed. The teacher must yield as implicit obedience to this law as the pupil. Disaster follows when he does not. The functions of the teacher are different from those of the pupil. Teacher and pupil are different parts of the same organism and have different duties. But the law of the organism, and not the will of the teacher, declares what these duties are. It is the function of the teacher to discover the laws of the school and to proclaim them and execute them. Their execution calls for the exercise of will. In this the teacher's will is supreme. He is master because he is the executor of the law. But he is truly the master only when he enforces the law against himself as well as his pupils. He is the mightiest ruler who is the most obedient subject. The teacher is not therefore the tyrant whose mere will is law, but he is the monarch who discovers the laws which must govern both the ruler and the subject and enforces them.

This is what is meant when it is said that monarchy is the type of school government. In the monarchy the duties of discovering, of enacting, and of executing the laws are all vested in the same person. This is the form of government best fitted for the elementary school for the reason that one part of the organism, the pupils, has not yet reached the period of growth and maturity

which makes it possible for them to determine for themselves what are the laws to which they should yield obedience. All attempts to govern an elementary school by the method of republicanism must of necessity prove ineffective. And yet there is a make-believe, fictitious appearance of republicanism which, if judiciously employed, may be helpful in such a school. In higher schools and universities the republican principle can become more active. But it is only a fiction in any school. The students know perfectly well that the scepter has not been renounced, but temporarily laid aside, to be resumed whenever the republic shall fail to administer the government to the satisfaction of the monarch.

G. P. B.

✓ EVERY STUDY A LANGUAGE STUDY.

WE frequently hear it said that every subject studied in the school is a language subject, and that every recitation ought to be made a recitation in language. As generally meant, and in a very important sense, this is entirely correct; as sometimes apparently intended, it is without sufficient reason. The language subjects proper deal directly with the facts, principles and rules of language. These constitute their subject-matter. Whatever information they give outside of these is wholly incidental and subordinate to their main end. With all other subjects the exact converse is true. Their primary aim is to educate by means of their own specific matter; botany by the study of plants, arithmetic by the study of number, history by the study of historical material, etc. The aid they render the language work, though important and necessary, is secondary to their leading object. The controlling end of a lesson in geography, for example, is to be found in the nature of the materials presented for mastery, not in the fact that the recitation affords an opportunity for writing or speaking. So of all other subjects that have materials for study independent of the facts and principles of expression. The special information and discipline given by geography, history and arithmetic, as such, are but slightly coincident with these ends as promoted by the subjects that deal strictly with language. The

subjects are factors and instruments in education for special reasons of their own, though incidentally, as stated above, they and all others may greatly aid and re-enforce the different language branches.

But the practical criticism is not that these studies give too much attention to language culture, but too little. In the hands of most teachers, they yield but little in the line of language power. In what sense and to what extent is every subject and every recitation to be considered and made language work? To this extent: pupils should be required to express their thoughts, whether the recitation be oral or written, in correct language form; and this, whatever the subject under consideration. They should in all subjects be held to correct use of language. This seems to me the only safe rule to follow, if the language instruction itself is to be made effective in establishing right habits in the use of English. It is in spelling, pronunciation and sentence construction that all recitation work may give this direct aid. To teach spelling in the spelling class, pronunciation in the orthoepy class, and sentence principles in the grammar recitation, and then to permit habitual violation of these in the geography, arithmetic, or history recitation, not only negates the work of the first, but silently encourages and confirms bad habits of expression which can be broken up in after life only with the greatest difficulty.

A pupil has not the knowledge and command of a subject which the school ought to give him, until he is able to put that knowledge into fair English, either written or spoken. This would almost seem to be a part of the subject itself. Especially is this true of the terminology of the subject. At least the words employed in treating a subject, those that denote the ideas of the subject, should be spelled and pronounced correctly. The object of the school is to educate the pupil; and the various studies employed as means to this common end should be made in the fullest manner to aid and support one another.

The objection is sometimes urged that to require pupils to use correct language in the recitation, especially in oral class work, operates as a hindrance by dividing their attention and mental energy between the matter under consideration and the form of

expression. Were this true, even in greater degree than is claimed, the importance of the power and habit of correct expression would more than compensate for the loss. But systematic attention to the common errors in language as they appear in the recitation will soon reduce this interruption to the minimum. It is not necessary to arrest a pupil in the middle of a sentence to correct an error in pronunciation or grammar and divert his thought from the matter he is seeking to make clear to himself or to others. Wait till the pupil finishes his recitation, give whatever attention is needed to the thought he has presented, and then direct his attention and that of the class to the error in language, correct it without reasons, and then proceed with the lesson. Let it be understood also that all written work is to be prepared neatly and correctly. It is certainly not less natural and easy to form correct habits in all these particulars than slovenly, bad ones. Patient attention to these details throughout the school course will accomplish in this direction what nothing else can, and at the same time disarm a public criticism which, though justified, strikes at this defect in the public school work only because from its nature it is most apparent.

W. W. PARSONS.

THE BOUNDARY LINE OF GEOGRAPHY.

AMONG the many conditions necessary to securing the best results in teaching any subject, none is more important than this,—that there shall be in the mind of the teacher a distinct conception of the limits or boundaries of that subject,—a conception which implies the power to pass the hand of intellect around it so as to feel its border on every side.

So long as there is any vagueness or doubt in the mind of the teacher as to the position of all parts of the boundary line separating the particular subject from all others, just so long will the work fall short of the best results.

It may indeed happen that the successful teacher's conception of the limits of his subject is not that which a rigidly scientific analysis would require.

Such a teacher will, however, have considered this question of limits, and settled it in his own mind, even though his conclusion be in some particulars incorrect.

If the subject be Reading he will have settled in his mind the position of the line separating Reading, from Rhetoric, Grammar, Writing, and the other language studies. If the subject be Physiology he is able to trace the line separating that subject from Physics, Chemistry, and Zoölogy.

To determine the limits or boundary lines of any subject is to answer the question, "What ideas belong to it?" The question to be considered is *not* what ideas belong *exclusively* to this subject and to no other.

Whatever labor might be bestowed upon the consideration of the latter question, the conclusion reached can be of no considerable value to the teacher. The really important question is, "What ideas fall within the limits of the subject?" A given set of ideas belong none the less to a given subject because they fall also within the limits of another subject.

It may, indeed, happen, if it does not *usually* so happen, that the ideas belonging *exclusively* to a given subject are not only few in number, but are also among the least important which the subject involves.

The subject of Geography is supposed to present unusual difficulties when an attempt is made to find its limits; the difficulty arising from the fact that most of the ideas which it involves are not peculiar to itself; i. e., its boundary line crosses those of several other sciences. Geography does, indeed, present this difficulty, but it is a difficulty that is common to every one of the sciences. When Meteorology explains the diffusion of vapor through the atmosphere it has invaded the field of Physics. When Zoölogy affirms that the food of animals is organic substance, and that this organic substance was originally elaborated from the inorganic by the plant world, it has borrowed a thought from Botany. When Geology undertakes to explain the origin of the oldest limestone rocks it enters the domain of Chemistry. In short all the sciences overlap each other—are interwoven with each other to a degree that renders it impossible to trace the limits of one without crossing those of another.

The difficulty, therefore, in the determination of the limits of Geography is one that is general to all the natural sciences rather than to Geography in particular.

But the difficulty is only apparent. When it is kept in mind that the facts employed in the development of a given subject are no more exclusively its own than are the forms of speech in which those facts are expressed; that a given science is not distinguished by the particular body of facts and principles which it involves, but by the way in which, and by the purpose for which those facts and principles are combined—then will the difficulty disappear.

The facts of Geography are shared by the whole circle of the sciences; but in Geography those facts are woven into a scientific fabric—which fabric belongs to Geography alone. The effort to find the limits of Geography must, therefore, be to determine the nature of this fabric; i. e., to find how this fabric differs from other fabrics involving largely the same material.

This difference must appear in the definition of the subject. Geography is the science which treats of the Earth in its organic character, and in its adaptation to the development of man. From the whole mass of known truth concerning the Earth, Geography freely appropriates as its own all that is necessary to exhibit the Earth in its character of a grand organism, regardless of the fact that most of the truths which it employs fall within the limits of other and more special sciences; while, on the other hand, it rejects as foreign to itself all ideas which, though pertaining to the Earth in some special view, are not obviously involved in the true conception of the earth as an organism.

Thus, Astronomy has to do with the Earth, but with the Earth viewed simply as a sphere of nature in certain relations to the Solar System. From the body of ideas derived from this view, Geography selects such and only such as are necessary to an explanation of that wonderfully varied and complicated play of elements everywhere going on around us. The ideas thus selected are none the less geographical because they are also astronomical; on the other hand, however, Geography rejects as foreign to itself those other astronomical ideas which, though related

ing to the Earth, are not necessary to a conception of the Earth as an organism.

Where, then, shall the boundary line of Geography be drawn? Obviously not so as to avoid running into other subjects, but in such a manner as to include every truth and fact a knowledge of which is necessary to a true conception of the Earth as a grand system, the perpetual play of whose parts each upon the rest constitutes the life of the globe.

M. SEILER.

✓ RECESS OR NO RECESS.

This is not a vital question in our school management; but it is of enough importance to justify some discussion. It is not a new question, being at least fifteen years old in the West. We know of one city that abolished the general recess plan that long ago, and has not since returned to it. A city in Indiana has had no general recess in the public schools for about ten years. The chief reasons for abolishing the recess are, (1) that it occasions much sickness from colds: (2) that it affords unnecessary opportunities for the contamination of morals: (3) that the number of cases of discipline is greatly increased by it: and (4) that most of the physical injuries received at school are due to it.

It is undoubtedly true that the reasons for a general recess are not so imperative as they were one-half a century ago, when the number of hours of school in a day was much greater than now. No session is now more than three hours long, and for small children generally less than that. The necessary moving to and from classes, with a rest of five minutes and a gymnastic exercise interspersed, gives enough physical movement to prevent any serious undermining of the health from too prolonged inactivity. The recess is often advocated on physiological grounds. But it is certainly possible to give sufficient exercise and change of air in the school-room to prevent any injury to the health. We favor the general recess, especially in cities and towns, for other reasons than physical ones.

When the mental activity of the pupil is intense during the hours of school there is more reason for a general play-spell in the midst of each session. This is necessary for rest. There is no rest from work like play. Ten minutes of play is worth more than twenty minutes of gymnastics, as rest from the nervous exhaustion of intense study. This is so because it is play, while gymnastics is work. Sleep is the only perfect rest, but play follows close upon its heels.

When, therefore, the nervous energies are worked up to a high degree of intensity in study and recitation, and kept there, the gen-

eral play-spell is a necessity for both the body and the mind. But when no such intensity of nerve action is reached, as is the case in most schools, there is no such imperative demand for a general recess for purposes of rest.

It is the social value of the recess that seems to us to justify its continuance, especially in cities. It is in school that all classes of children meet upon a level. They do not do this anywhere else, not even upon the street. It is only in the school that each child feels himself the peer of every other. It is the function of the school to beget this sentiment. It is in the school-room and on the play-ground that this equality is recognized. The only aristocracy in the common school is that of merit. The poorest and the wealthiest may alike belong to it.

In the school-room this equality of rights is enforced by the teacher. The presence of the teacher is a present and constant menace to him who would over-ride it. The play-ground is one step removed. All meet there upon a level as to rights, but relatively more free from restraint. Opportunities are given for acts of tyranny, but lessons are also learned in the successful resistance of tyranny. So far as the sentiment of equality of rights prevails, the other sentiment of justice and fair play is engendered. The timid learn there to assert themselves. The courageous and tyrannous learn there to restrain themselves in obedience to the public sentiment of the school. The children of every race and color, of every condition of wealth and poverty, of all degrees of intelligence there learn to know each other as they can not know each other in the school-room. The standard of mental respect is merit as the child understands it. The standard is not always a high one, but it is a great thing that the child shall learn to judge of his fellows by such a standard. Collisions and conflicts arise. They must arise. The settlement of these increases the cases of discipline. This is as it should be. It is only through conflicts and collisions that the lessons of mutual rights can be enforced. The school thus becomes the nursery of the republic. If the free public school did not exist its establishment could be justified on the ground that it would form the safest and best transition from the relations in the family to those in the state. If the play-ground is abolished all over this land one of the powerful agencies in preparing the children for republican citizenship will be expunged. The school is the state in miniature; but leave out the recesses and the most practical and impressive lessons in preparation for citizenship will be omitted. It has been attacked for the immorality it engenders. We advocate it for the lessons in morality it teaches. It is opposed because of the occasions for discipline that it multiplies. We advocate it because of the opportunities for its peculiar discipline which it occasions.

G. P. B.

OFFICIAL DEPARTMENT.

LEGAL BRANCHES OF STUDY.—[Letter-book G., page 445.] You ask what branches can be legally taught in the common schools of the State. Our statute on the subject is very broad, requiring that "the trustee shall provide to have taught in them orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior; and such other branches of learning and other languages as the advancement of pupils may require." (See 4497 R. S.) The same section prescribed the conditions for securing instruction in the German language, and section 4499 gives district school meetings the power to determine what branches in addition to those mentioned they desire to have taught in their schools. Persons are entitled to school privileges till they are twenty-one years of age (Sec. 4472), and to instruction in such branches of learning as their advancement may require (Sec. 4487). School trustees of townships, towns and cities, "may establish graded schools, or such modification of them as may be practicable" (Sec. 4444).

The Circuit Court of Johnson county in 1880 issued a mandate at the suit of certain patrons commanding the trustee to provide for their children in a district school instruction in algebra, and refused it in regard to Latin, but solely on the ground that they had not made a proper demand on the trustee in regard to that study, holding that it was his duty to cause Latin to be taught if the attainments of the pupils required it, and that he could be compelled to do so by suitable proceedings. Hon. James H. Smart held, while State Superintendent, that trustees could be required to provide a course of study adapted to the preparation of pupils for college.

In answer therefore to your request that I "name the legal branches," I will say that any language or a branch of learning, in addition to those enumerated in Section 4497 R. S., is a legal branch of study for the common schools of the State, which the trustees, upon a fair consideration of what the advancement of pupils may require, may direct to be taught therein. Trustees should, of course, be governed by a consideration of the general interests of all the pupils, not allowing the many to be sacrificed for the benefit of the few.

STATE CERTIFICATES.—At the meeting of the State Board of Education, held recently, it was ordered that examinations of applicants for teachers' State certificates be held, beginning June 17th next, at 9 o'clock A. M., in the following cities:

Fort Wayne, LaFayette, Indianapolis, Terre Haute, Bloomington, Evansville, Muncie, and North Vernon.

The requirements for obtaining a certificate as set forth in the order of the Board of November 1, 1883, are as follows :

There shall be but one grade of State certificates of qualifications for teachers; and these shall be granted to applicants who shall present satisfactory evidence of good moral character, and of 48 months' successful experience in teaching (of which at least sixteen shall have been in Indiana), and shall pass a satisfactory examination in orthography, reading, writing, arithmetic, geography, physical geography, English grammar, physiology, history and constitution of the United States, general history, plane geometry, algebra, elements of physics, elements of zoology, elements of botany, English and American literature, rhetoric, moral science, and the science of teaching.

Applicants are requested to send to the Superintendent of Public Instruction at Indianapolis, before May 25th, such evidences of character and successful experience as they have to offer, and to state at which of the above named cities they desire to attend the examination.

JOHN W. HOLCOMBE,
Sup't Public Instruction.

SCHOOL ENUMERATION.—The law requires the trustees to enumerate all the children, white and colored, between the ages of 6 and 21 years, sometime between the first of March and the first of May. It is the duty of the trustees to list the names of parents, guardian or heads of families having charge of such children, and shall include in this list and enumeration the names of all persons transferred to his township for school purposes, and the enumeration of their children; and shall exclude the names of all persons transferred from his township.

WHEN TRANSFERS MUST BE MADE.—When persons can be better accommodated at the school of an adjoining township, or of any incorporated town or city, the trustee of the town or city in which persons reside shall, if such persons so request, *at the time of making the enumeration*, transfer them, for educational purposes, to such township, town or city, and notify the trustee of such transfer; which notice shall furnish the enumeration of the children of the persons so transferred.

THE RIGHT OF TRANSFER.—Persons can be transferred at no other time than the enumeration, and then only when the trustee is satisfied that they can be better accommodated. The Supreme Court has decided that the right to be transferred is not absolute, depending on the choice of the citizen, like the right to be attached to any school in his township. It can only be claimed if he "can be better accommodated" by such transfer, and the power of the trustee to make the

transfer depends upon the existence of that condition. If such condition exist, he shall determine, but his decision is not final; there is an appeal to the county superintendent, whose decision is final.

A person transferred from one school corporation to another in his own county must pay the county treasurer on all his property situated in the township in which he resides, the same rate of school and poll taxes as is paid by the people of the township to which he is transferred, and for the use of that township.

CONVERSION OF SCHOOL FUNDS.—The application, by a trustee, of tuition revenue to special school, road, or civil township purposes is a conversion of much of the fund and a breach of his bond.

LIABILITY OF TRUSTEE.—The trustee is absolutely liable for the loss of the funds, by whatever casualty. Depositing in a solvent bank, by advice of state and county superintendents and county board, if loss result, is no defense. *Inglis v. State*, 61 Ind. 212.

EDITORIAL.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

If any reader of the Journal has the volume of this Journal for 1861, complete, and is willing to dispose of it, will he please correspond with the editor.

Arrangements have been made with Geo. P. Brown, President of the State Normal School, to become associate editor of the Journal. Mr. Brown's intimate acquaintance with the needs of the common schools of the State will enable him to contribute just what teachers most need in the various departments of school work. In this new relation his articles can take a wider range, and thus the readers of the Journal will have the full benefit of his study, observation, and skill in all directions. He will continue to conduct the "Department of Pedagogy" as heretofore.

GRADUATING EXERCISES.—We are in receipt of a large number of programmes and notices of commencement exercises and are glad to receive them, and regret that we can not find space to notice each one in the Journal.

Our subscription list having run beyond our estimate the February issue of the Journal is exhausted. If persons not wishing to keep a complete file, will send us the February number in good condition, together with name and address of sender, we shall be glad to extend the time of such person one month. This will accommodate not only the editor but several teachers who would like to complete their volume.

WANTED.—Dr. E. E. White, now of Walnut Hill, Cincinnati, O., is anxious to complete his file of Schol Journals. Any one having one or more of the following numbers will confer a favor by corresponding with him: December, 1856; April, 1857; four numbers of 1860. A letter from Dr. White contains the following, which may be of interest to some of our readers:

"A note from Mrs. W. D. Henkle, Salem, Ohio, informs me that she has the following unbound volumes of the Indiana School Journal, several being incomplete, viz.: 1857 (April No. missing); 1858 (complete); 1862 (9 numbers); 1863 (10 numbers); 1864 (8 numbers); 1865 (complete); 1866 (complete); 1870 (10 numbers); 1871 (9 numbers); 1872 (11 numbers); 1874 (9 numbers); 1875 (complete); 1867 (10 numbers); 1877 (complete); 1878 (9 numbers); 1879 (complete); 1881 (complete). She would be glad to dispose of these volumes, complete and incomplete, and it occurs to me that they may be of value to Indiana educators in completing their sets of your excellent periodical.

Most truly yours, E. E. WHITE."

THE NATIONAL EDUCATIONAL ASSOCIATION.

Do not forget that the National Association will be held this year at Madison, Wis., beginning July 14th. Do not forget that there will be all departments of educational interest represented there, from the kindergarten to the college. Do not forget that the ablest educators of the country will be there and take part in the exercises. Do not forget that Madison is a beautiful city surrounded by beautiful lakes. Do not forget that reduced rates have been secured on most of the leading railroads, and that many cheap excursions have been planned from Madison, and that tickets will be good at least *thirty* days. Do not forget to make your calculations to take in the National on your "summer trip."

TOWNSHIP GRADED SCHOOLS.

A good township graded school is worth ten times what it costs to any community. There should be at least one in every township in the State. These schools would thus be the means of affording a higher education to thousands of boys and girls who, else, would be compelled to stop their education with the common school branches. They would not only furnish an education to those who are too poor to go abroad for it, but would attract, by their proximity, many whose parents are abundantly able to send their children away to school, but who, either from indifference or penuriousness, would never do so.

Such schools are a stimulus to the lower grades of school, and thus make better all the schools of a township. Again, these schools educate the teachers, that are to be. The writer recently visited an old established township graded school, and learned that in years past it had furnished more than half the teachers for the entire county.

Trustees should take this subject into serious consideration, and if they reach the conclusion that the highest interests of the township demand it, they should have the courage to go forward, even at the risk of some criticism. People will sometimes complain of the taxes at the time, but will always be proud of the school after it is established. Trustees should be economical in the expenditure of the people's money, but they must remember that the people themselves can not afford to economize in general intelligence. Indiana is rich in many resources, but its chief wealth lies in the culture and virtue of its people.

EDUCATIONAL EXHIBIT—ARBOR DAY.

Two important matters are now claiming the attention of Indiana teachers, viz: the Educational Exhibit at the National Association next summer, and Arbor Day, April 11th. The "exhibit" deserves immediate and careful attention. The educational exhibit made at Philadelphia in 1876 did more to redeem Indiana from an unjust sentiment in regard to its intelligence and schools, than any ten years of work it ever did. At the forthcoming exhibit much will be expected, and we can not afford to fail. Let county superintendents and city superintendents take hold and do something worthy the occasion.

ARBOR DAY.

We again appeal to superintendents and teachers in behalf of Arbor Day. Let teachers and pupils and parents work together in this most desirable enterprise. If the day named does not suit name another—but *plant the trees*. See last month's Journal for official circular.

State Supt. Holcombe has recently issued the following circular, which should be read and acted upon :

"In regard to the Educational Exhibit to be made at Madison, Wis., July 15-18, next, permit me to urge you with all possible earnestness to lend your aid toward making a creditable display for Indiana. The reputation of our State is at stake. The exhibition will take place, and we can not let Indiana suffer by comparison with other States. The circular sent you several weeks ago is intended to be directory and suggestive, but not to limit you to the articles or plans therein set forth. Please exercise your discretion and originality in getting up the best possible exhibit of the work of your district and township schools. It is in this department that we can make the best showing in comparison with other States. Impress upon your teachers that the exhibit must show the *honest work of the pupils*, and take every precaution to secure this. You will be entitled to *per diem* for this work, and trustees may pay for the necessary material from the special revenue. Other expenses can be met by subscription. Please inform me, as soon as possible, what and how much you think you can do.

In regard to the Arbor Day Celebration, set for April 11th, please do all you can to awaken interest and secure the planting of trees at as many schools as possible, and flowers where desirable. If the weather is unfavorable on the day appointed, have the celebration on some subsequent day. Inform me at once how many schools will observe the day, and I will send for each one a printed slip containing an order of exercises, and addresses and selections to be read. To these the teacher may add exercises by the pupils. The occasion is a fine one for arousing the interest of patrons, and efforts should be made to secure their attendance."

LATER.—Since the above was in type, the following, which explains itself, has come to hand. Where arrangements have been made and it is more convenient, there can certainly be no objection to celebrating the original day in neighborhoods in which no people reside who observe "Good Friday."—EDITOR.

"Having observed that Good Friday falls this year on April 11th, the date set for Arbor Day, and realizing that a large number of the people of the State would not wish to take part in such a celebration on that day, I hereby direct that the observance of Arbor Day be held on *Monday, April 14th*. Schools which close for the season before this date should select some earlier day. In directing this change I am compelled to act upon my own responsibility, as it is not possible to call the committee together, and such a change seems essential to the success of the celebration.

The day chosen, *Easter Monday*, is peculiarly appropriate for the planting of trees and flowers, with the accompaniment of literary ex-

ercises, song and merry-making; since—whether attaching any religious significance to it or not—all can unite in observing the Easter season as a Feast of Gladness, marking the return of the spring and the renewed activity of the vital forces of Nature.

Please give notice of this change through the press and otherwise, and do all you can to make the occasion a success.

Very truly yours,

JOHN W. HOLCOMBE,
Supt. Pub. Instruction.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR FEBRUARY.

THEORY OF TEACHING.—1. What are the English language studies? 20

2. What faculties of mind are exercised most in the study of arithmetic? Of geography? 20

3. What are the conditions necessary to secure attention? 20

4. Why must the children be happy in order to make the greatest progress in knowledge? 20

5. What should be the purpose in view in all school punishments? 20

ORTHOGRAPHY.—1. Of what use are silent letters?

2. How many and what sounds has *ck*? Give examples.

3. What is a syllable? Write two words in which single letters constitute a syllable.

4. Give the phonetic spelling of the following words: Diphthong, poignant, rough, mischievous, servile, Italian.

5. Give the correct spelling of the following words, marking each word with the proper accent, and using capital letters properly: 1, nabors; 2, dictionary; 3, neworleans; 4, collegiate; 5, sience; 6, stricknine; 7, pavilyun; 8, Fossil; 9, eddication; 10, feegee.

PHYSIOLOGY.—1. What are the objections to a purely vegetable diet? 10

2. From what organs is the saliva secreted? State its use. 2 pts, 5 each.

3. What is the use of the lymphatic vessels? 10

4. Why are valves needed in the veins and not in the arteries? 10

5. How does the nutriment in the blood get into immediate contact with the tissue which it nourishes? 10

6. Why have arteries muscles? 10

7. What is the physiological action of taking cold? 10

8. When is a cold bath beneficial? When harmful? 2 pts, 5 ea.

9. What changes are produced in air by being breathed? 10
 10. What is the chief function of the sympathetic system of nerves? 10

READING.—1. In what grades and to what extent should supplementary reading be used? Why? 5, 5

2. Distinction between pronunciation and enunciation? 5, 5

3. Name and give examples of three kinds of rhetorical figures. 6 pts, 2 off for each omission.

4. Copy the following, and indicate by underscoring what words require special stress: "What a piece of work is man! How noble in reason! how infinite in faculties! in form and moving how express and admirable! in action how like an angel! in apprehension how like a god!" 10

5. What assistance should a First Reader class have in preparing the next recitation? 10

ARITHMETIC.—1. $\frac{1}{11}$ of $\frac{1}{11}$ of what number = $\frac{1}{8}$ of $\frac{1}{8}$ of 240?

2. A had \$1,000; he spent $\frac{1}{2}$ for wheat, $\frac{1}{4}$ for oats, 10% for corn, and the remainder for rye; how much did he spend for rye? 5, 5

3. What decimal part of 1 is $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$? 5, 5

4. When it is noon at 25° W. Long., what time is it at 73° 15' W. Long.? 5, 5

5. How many feet, board measure, can be cut from a square log 18 ft. long, 12 in. wide, and 11 in. thick, allowing $\frac{1}{4}$ in. width for each sawing? 5, 5

6. $\frac{1}{4}$ of a vessel is worth \$36,000, what is $\frac{1}{11}$ worth? 5, 5

7. A note for \$1,200, payable, not in bank, in 90 days, with int. at 6% per annum, after running 60 days, was discounted at 10% per annum; what were the proceeds? 5, 5

8. What is the distance in rods from the n. e. corner to the s. w. corner of the s. w. $\frac{1}{4}$ of the s. w. $\frac{1}{4}$ of the s. w. $\frac{1}{4}$ of a section of land? Make a diagram showing the piece. 4, 4, 2

10. A man made a will providing that if his widow and a son should survive him, the son should have twice as much as the widow; if a widow and a daughter survived, then the widow should have twice as much as the daughter. He died, leaving widow, son, and daughter, and the widow received \$2,400 less than if there had been no son; what was the whole estate? Analysis. 5, 5

U. S. HISTORY.—1. What are the leading topics into which history divides itself? 10

2. a. Are historical charts a help or a hindrance in the study of history? b. Give your reasons. a 3, b 7

3. Give a brief biography of John C. Calhoun. 10

4. Give an outline history of Massachusetts. 10

5. Give an outline history of the war of 1812. 10

6. Give an account of the earliest settlement made in this country by the Swedes. 10
7. Tell the story of the invention of the steamboat. 10
8. Name the three greatest American jurists. 3 pts, 3½ ea.
9. Describe the provisions for free education in Indiana. 10
10. Who were the Federalists? 10

NOTE.—No answer to exceed ten lines.

GRAMMAR.—1. What is the difference between an infinitive and a participle?

2. Give three cases in which the pronoun *that* should be used instead of *who* or *which*. 3, 3, 4

3. What meaning have the auxiliaries *will* and *shall*?

4. Write sentences containing the word *moaning* used as a participle, as an adjective, as participial noun, as a pure noun. 2, 2, 3, 3

5. Analyze the following sentence: "*Not* many generations *ago* where you now *sit*, the rank thistle *nodded* in the wind."

6. Parse the italicised words in the foregoing sentence. 2, 2, 3, 3

7. Punctuate the following: "Morality it is insisted grows out of religion as a tree grows from its roots it will die if the connection is not maintained this objection is so sincerely made that it deserves to be treated with respect."

8. Write not less than ten lines describing an incident, pathetic or humorous, that you have witnessed.

9. Write a conjugation of the word *teach* in the indicative and potential modes. 5, 5

10. Write a sentence containing five nouns, each having a different use. 2, 2, 2, 2, 2

GEOGRAPHY.—1. Why is it cold in winter and warm in summer? Give the inclination of the earth's axis to the plane of its orbit

2. Name the two classes of geographical circles. Name those of each kind.

3. Through what States does the meridian of Washington pass?

4. What is a gulf? A bay? A strait? An estuary? A cape?

5. What State is the geographical center of this country? Name the four longest rivers of Asia.

6. What islands belong to the Greater Antilles? To the Lesser Antilles?

7. Name the South-Eastern States.

8. Name two bays that extend into the South Central States from the Gulf of Mexico.

9. What strait at the entrance of Baffin's Bay? Between what lands?

10. Name three tributaries of the Mississippi from the west. Two from the east.

PENMANSHIP.—I. Define writing.

2. Give the meaning of base line. Of head line.

3. What is meant by a slant of 52° ? Of 30° ?

4. What space should be allowed between letters in a word?

5. Analyze E, h, y, f, i.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked 50 or below, according to merit.

ANSWERS TO STATE BOARD QUESTIONS FOR MARCH.

ARITHMETIC.—I. a. $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ = respectively $\frac{2}{3}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$, therefore \$1140. must be divided into 57 parts of \$20 each, and the shares will be \$40, \$300, \$240, and \$200.

2. $\frac{220 \times 36 \times 12}{25}$ by cancellation = 840. Ans. 840 lbs.

3. $\frac{22 \times 3 \times 6 \times 7 \times 3 \times 4 \times 5}{8 \times 8 \times 6 \times 3 \times 4}$ by cancellation = 75. Ans.

4. $17\frac{3}{4} = 17\frac{6}{8}$; $1.23 = 1\frac{23}{100}$. $\therefore 17\frac{6}{8} \times 1\frac{23}{100} = 21\frac{83}{100}$. This method of solution shows the reason for pointing off the decimals.

5. a. 100 links = 4 chains = 66 feet.

b. $66^2 = 4356$. Ans. 4356 s. feet.

6. a. The farm = 2000 s. m. $\times 1500 = 3000000$ s. m.

b. The acre = 100 s. m. $\therefore 3000000$ s. m. = 30000 acres.

c. As 1 acre cost \$5, 30000 acres will cost \$150000.

7. As 1° of longitude = 4 min. in time, the ship will have sailed $1\frac{1}{2}^\circ$ west or 3° .

8. $\sqrt{40^2 + 30^2} = 50$. Ans. 50 feet.

9. $\frac{1000 \times 4 \times 4 \times 100}{100} = 4936.80$. Ans. \$4936.80.

10. As A. sold \$2000. goods at 20%, his bills at 4 mos. were for \$2400. Then as he discounts them at 2% a month the proceeds were 92% of the face or \$2208, and the net profits \$208, or 10.4% of the original cost.

READING.—I. The method of teaching the meaning of words must depend somewhat upon the grade of the pupil.

With the younger pupils the method of instruction must be more objective, more direct, more the result of the natural use of the senses; with the older pupil we can rely more upon the memory and the powers of imagination, together with a moderate exercise of the reason. In teaching the lower grades, therefore, it is best to have the thing presented and studied before its name is given; or its properties and relations should be shown by means of material objects or the properties of material objects, already clearly and freshly known. With the higher grades we may expect to be able to rely with discretion to previous experiences, to knowledge already acquired, to information somewhat defined and systematized in the child-mind.

It is not a safe thing to do to send pupils under fifteen or sixteen years of age indiscriminately to a dictionary. More harm has com-

from this practice than good. No pupil should have a dictionary, or should be sent to consult one, until he has been taught its use. "John, spell and define *head*." "*H-e-a-d*, head, the culminating point." Now give a sentence containing the words, "I saw the head of a barrel." We judge that this incident is self-explanatory.

3. The reading lesson may be used to develop character in various ways: (a) It may be shown that a person's language is a sign of his character; that "out of the abundance of the heart the mouth speaketh; and that if a muddy stream flows from any opening, it is evident there is dirt somewhere about its origin. (b) Incidental or supplemental reading, when conveying some useful lesson of beauty seen in nature or in human conduct, or of some great purpose or noble unselfishness shown in an heroic act, or of some great truth or law of man's life or of nature or of God manifested so as to lead to reflection, then it is wise to introduce it. (c) It is best not to read or have read stories, morals or teachings so that the pupils may feel they are read *at them*. A boy no more likes to be read at than a man does to be preached at or prayed at. The reading lesson may do much good when used as an *incentive*, but very little when used as a *punishment*.

4. The lists of words preceding the reading lesson may be used, (1) for the purpose of familiarizing the pupils with their *form*, so that they may be readily recognized in the text. (b) They may also be used to give practice upon enunciation and pronunciation, so that the pupil need not hesitate or stumble when he reaches these words. (c) A further use is in teaching the meanings of the words individually and in association, thus giving practice in defining and in composition. (d) Another use is in teaching spelling. This, however, is less important than the the three first mentioned.

The Physiology questions need no special answers this month. They can readily be answered from any good text-book.

GRAMMAR.—2. An adjective modifies a noun by limiting its meaning or describing it. A participle modifies a noun by assuming some action or state in regard to it and has, sometimes, the governing power of a verb.

5. *Y* is changed to *i* before adding *ed* except when preceded by a vowel. *Y* is changed to *i* before adding *ed*. In verbs of one syllable, and those of more than one syllable if accented on the last syllable, ending in a single consonant preceded by a single vowel, the final consonant is doubled before adding *ed*. Attracting is not an exception to this rule,—because *attract* ends in two consonants.

6. These two have been compared with each other. Each is used when two things are spoken of, one another when more than two are spoken of.

7. "There was another tap at the door—a smart potential tap which seemed to say, Here I am and in I'm coming." This is a complex declarative sentence. Log. sub., another tap at the door, a smart potential tap—which seemed to say, Here I am and in I'm coming. Gram. sub. *tap*, modified by adjective another, appositive noun *tap*, and the relative clause which seemed to say, etc. The appositive noun is modified by the adjectives a, smart, and potential. The subject of relative clause is which, verb, seemed having for complement the infinitive to say with its object the substantive clause Here I am and in I'm coming. The substantive clause is a complex sentence—subjects I, first verb am, modified by adverb here; second verb am coming, modified by the adverb in.

8. *Tap* is a noun, third person, singular number, nominative case, by apposition. *Which* is a relative pronoun, third person, singular number, to agree with its antecedent tap, nominative case, subject of seemed. *To say* is present infinitive complement of the verb seemed. *In* is an adverb modifying the verb am coming. *Am coming* is a verb, found in the indicative, present, active, progressive form, principal parts am, was, being, been, first person, singular number, to agree with its subject I.

9. "The public school," says Dr. Spear, "by the very term itself, both the process and the end naturally and necessarily involve the elements of moral education."

U. S. HISTORY.—I. The character of a people is largely influenced by the climatic and physical configuration of the country in which they live. The deeply indented continents are most favorable to a high state of civilization, and have figured most conspicuously in history.

2. Geography (Political and Physical), Political Economy, Language, and Literature.

3. Thomas Jefferson was born in Shadwell, Va., in 1743. He took an active part in the Continental Congress, and wrote the Declaration of Independence. Under Washington, he held the office of Secretary of State, was Vice-President under John Adams, and in 1801 became President, being elected by the Anti-Federalist Republicans. He died July 4, 1826.

5. On the night of the 16th of June, 1775, the Colonial forces under command of Col. Prescott, threw up entrenchments on Bunker Hill, for the purpose of preventing the British in Boston from sailing out to devastate the surrounding country. On the morning of the 17th the British, to the number of three thousand, attempted to dislodge the Americans. Two unsuccessful assaults were made, the British being driven back each time with great loss. In consequence of the failure of ammunition, the Americans were unable to re-

the third assault, and retired in order, leaving the British in possession of the field.

6. In 1565 the Spaniards founded St. Augustine, Florida, the oldest town within the present limits of the United States. In 1582, the town of Santa Fé, on a branch of the Rio Grande, was also built by the Spaniards.

7. Eli Whitney, a Massachusetts school-teacher, employed in a Georgia family, at the suggestion of a Mrs. Greene, contrived a machine for separating the seed from cotton; or "ginning" it, as it was called. His model was stolen; other machines were made from it, and it was long before Whitney secured the rewards of his invention. The invention was made in 1792.

8. Hawthorne, Cooper, Mrs. Harriet Beecher Stowe.

9. The school system of Indiana embraces graded schools for cities and populous towns; and ungraded schools in sparsely populated districts. Provision for higher education is furnished by the State University at Bloomington; Purdue University (Industrial) at Lafayette; and the State Normal School at Terre Haute. The school officers are a State Superintendent and State Board of Education; county superintendents; city and town trustees, and township trustees.

10. The Monroe Doctrine declared that from that time the United States should never allow any European government to colonize any part of North or South America, or to interfere in American affairs.

GEOGRAPHY.—3. The length of a degree of longitude at the equator is about $69\frac{1}{2}$ miles, and the length diminishes as the pole is approached.

5. United States. Volga River.

6. Broken and rocky. Noted for its fisheries.

9. New York—chief mountain, Adirondack; chief river, Hudson; chief lake, Oneida; chief productions, corn, wheat, salt, manufactured products; capital, Albany.

10. Murray River. Melbourne.

STATE UNIVERSITY.—The Trustees of the University have let the contract for two new buildings on the new campus recently purchased. The buildings are to be finished by December, 1884, and will cost about \$60,000. The larger building is for the department of chemistry and natural philosophy, the other for the natural history department.

MISCELLANY.

M. A. Mess, county superintendent, will open a 9-week normal at Brookville, beginning June 23d.

WHAT IS THE CAPITAL OF LOUISIANA?—This question has been going the rounds recently, with varying answers. The later geographies and encyclopedias have been consulted in vain, for they differ—some giving New Orleans, others Baton Rouge. The correct answer is Baton Rouge.

Make your plans to attend the Northern Indiana Teachers' Association, to be held at Rome City next summer. Island Park is a splendid place to spend a few days, or a few weeks. For detailed programme and information of all departments send to J. H. Rerick, Kendallville, for the May issue of *The Assembly*.

CANNELTON.—J. R. Weathers, the popular principal of our public schools, was presented with a beautiful gold-headed cane, on the 12th instant (his 37th birthday), by his teachers and pupils. There was a large attendance of his friends at his residence in the evening to witness the presentation. The schools here were never in a more prosperous condition than at present.

✓ AMERICAN NORMAL COLLEGE.—"The lease by which Smith College, at Logansport, is to be turned over to normal college purposes for the coming three years, has been signed, sealed and delivered," and the new school will open April 1st, with J. Fraiser Ridenbarger as principal. The building and grounds have been put in excellent repair, and the prospects are bright.

✓ HOPE NORMAL SCHOOL AND BUSINESS COLLEGE.—The arrangement has at last been consummated and John Mickelborough, Ph.D., for many years principal of the Cincinnati Normal School, will take charge of the new normal school at Hope, Bartholomew county, Ind. The buildings, which originally cost \$38,000, have been put in good repair and well furnished. The school will open April 2d, under very favorable auspices. Dr. Mickelborough stands well among Ohio educators, and Indiana will expect of him work of a high order. The Journal stands ready to lend a helping hand and wishes him eminent success.

SOUTHERN IND. TEACHERS' ASSOCIATION.—As before announced, the meeting of this association will take place at Jeffersonville, Ind., April 2d-4th, beginning Wednesday evening. D. S. Kelley, chairman of the executive committee, and superintendent of the Jeffersonville schools, has just sent out an excellent programme. The subjects are well selected and they are "well manned." The attendance

should be large. The *headquarters* of the association will be at the GALT HOUSE, Louisville, Ky. Teachers will be entertained at the special rate of \$2 per day. This is one of the best hotels in the Ohio Valley. Business men visiting Jeffersonville and New Albany usually stop at *The Galt*.

PURDUE NEWS.—Purdue University has taken another venture, this time somewhat in the line of trades. With the beginning of next session, in September, a *School of Pharmacy* will be ready for all comers.

Prof. Robt. B. Worder, who has the chair of chemistry in Purdue, was married during vacation (March 22d), to a lady in Minneapolis, Minnesota.

Purdue expects to send quite an exhibit to the national exposition at Madison, Wis., next July. The excellent work done by Profs. Thompson, Goss, Barnes, and Latta, in their specialties, will make a very attractive and creditable display.

The course in Mechanical Engineering is now complete and under charge of a competent and regular instructor, whose work will be continuous. Mr. T. W. Robertson has just completed the plans of a new steam engine, designed and drawn by himself.

Prof. E. E. Smith is said to be at work suggesting ways and means and asking advice as to the next meeting of the State Teachers' Association. The executive committee will meet soon.

The county superintendents and others who were in session in La Fayette March 13th, make a visit to and a tour through the University. They were both surprised and gratified at what they saw of the students' work.

SOMETHING FOR NOTHING.—We have in our office a beautiful roller map of the United States and Canada, size 46 by 56 inches, geographically correct, and showing in colors the divisions of Standard Time; just such a map as usually sells for about \$2.00. The map is published by the Chicago & Alton Railroad; and they propose to send one, all charges prepaid, to any principal or teacher of any department of any educational institution, for use in their classes, who will send a written request for it, until the large edition is exhausted. First come, first served.

We have always considered the C. & A. a liberal corporation, but this offer smacks strongly of philanthropy. We trust that our readers will be as generous in their requests as the C. & A. is in its offer. Send to James Charlton, general passenger and ticket agent, 210 Dearborn street, Chicago.

SLEEP.—The intellectual and moral connections of sleeping have not been sufficiently appreciated. Men and boys have been praised

for "burning the midnight oil." Now this "midnight oil" is a delusion and a snare. The student who is fast asleep at eleven o'clock every night, and wide awake at seven o'clock every morning, is going to surpass another student of the same intellectual ability, who goes to bed after twelve and rises before five. In sleep, the platform on which the picture is to be taken is receiving its chemical preparation; and it is plain that that which is the best prepared will take the best picture. Men who are the fastest asleep when they are asleep are the widest awake when they are awake.—*Hall's Journal of Health.*

COUNTY SUP'TS MEETING AT LAFAYETTE.—The meeting of county superintendents held at LaFayette, March 12th and 13th, was pleasant and profitable. Fourteen counties were represented. The following resolutions were presented by B. F. Johnson, of Benton County and will be presented to Superintendents' Convention next June:

Resolved, 1. That we petition the Legislature for a modification of the Township Library system, changing it to a District School Library, and that we petition for a slight tax to be assessed by the Township Trustee from year to year for the purchase of such Libraries.

2. That the selection of these books be given to the State Board of Education.

3. That Trustees be required by law to provide suitable place for the preservation of these Libraries and other school apparatus.

OSSIAN supports the only township graded school in Wells county. It recently sent out four graduates. The commencement exercises were highly creditable. In addition to the class exercises addresses were made by the principal, N. D. Doughman, County Supt. Earnst and W. A. Bell. Dr. John I. Metts, the present trustee, has held the office for more than *twenty* years. He is alive in the educational interests of his township and has made it for many years the banner educational township of the county. Indiana needs 1000 such men for trustees.

The Ossian schools have been very successful under the direction of N. D. Doughman. County Supt. Earnst is the right man in the right place.

NORTHERN INDIANA TEACHERS' ASSOCIATION.—The program given last month of this meeting was not quite complete. D. V. Thomas, of Wabash, chairman of executive committee, says added the following: "A Practical Education—What?" D. D. Luke, Supt. Ligonier; "Examined and Examiner," J. C. Macpherson, Supt. Wayne county.

The State Normal surpasses in enrollment any previous term.

OWEN COUNTY.—The work in Owen county, under the direction of O. P. McAuley, is moving pleasantly and satisfactorily.

PIKE COUNTY.—The schools of Pike county are improving and stand well. County Supt. John Whitman is doing earnest, faithful and efficient work.

WINCHESTER.—The Winchester High School rendered "The Hoosier School-master" to a large and appreciative audience, March 13th. The proceeds were about \$86, and will be applied to the high school library.

The State Board, at a late meeting, "commissioned" the high schools of Petersburg, Worthington, Noblesville, Crown Point, Bloomfield, and Seymour. Commissioned high schools can send graduates to the State University and have them admitted without examination.

Written for the Indiana School Journal.

A P R I L .

BY H. C. FELLOW.

Showers, showers, yes April showers ;
How I love to sit by the window for hours
And look at the drops as they pattering fall
On the walk, and the arbor, and pavement wall,
And eddy away in a silver stream,
As quickly as thought, or the lines of a dream.

Rain, rain, yes the beautiful rain ;
That pattering falls on the shingle and pane :
It covers the earth in an emerald hue
And limns the bloom with the red and the blue ;
It gladdens the soul of the son of the soil,
And moistens the glebe for the hand of his toil.

Flowers, flowers, yes April flowers
That bloom on the heather and over the bowers,
That laden the breeze with the breath of perfume,
That gladden the soul on the brink of the tomb ;
How I love oft to weave in a radiant wreath
These beautiful gems fresh plucked from the heath.

With the flowers and the rain comes the warbling throng
From the fields of the South with chirrup and song ;
The lark and the linnet, the bluebird and jay
Sing the anthem morn at the dawn of the day,
And make the green woods with a melody ring,
While they sit on the boughs in the breezes and swing.

PERSONAL.

F. P. Smith has charge of the Bedford schools,

Wm. Reed still remains at the head of the Hartford City schools.

G. A. Powle is principal of the Mishawaka high School, and has it in good working order.

W. H. Mace, a State Normal man of this State, is now Supt. of the McGregor, Iowa, schools.

E. A. Stafford, principal of the Rossville schools, presents nine successful candidates for graduation this year.

J. F. W. Gatch, late of the Ladoga Normal, is to have charge of the commercial department of the Hope Normal.

W. H. Wiley, Supt. of the Terre Haute schools, recently read an interesting paper on the "Elizabethan Period" before a local literary club.

Jas. H. Logan will open a "select school" at Grandview, April 21st. One "select school" among so many "normals" will be a rarity.

B. W. Everman, Supt. of Carroll county, has been elected a member of the American Ornithologist Union. Mr. Everman stands high as a naturalist.

Miss M. H. Hinkle, formerly principal of Dana schools, has been chosen principal of Clinton schools, to fill the place made vacant by the resignation of S. P. McCrea.

J. Carey Smith, of Raysville, goes to Owensville, Ky., to take charge of Lee Academy. Lest he should fail alone he takes with him a "partner." The partnership is for life.

Dr. A. W. Brayton, of the Indianapolis high school, has been appointed to the chair of Materia Medica in the School of Pharmacy just established in connection with Purdue University.

S. K. Rank, a graduate of the Philadelphia School of Oratory, and C. H. Wood, principal of the Winchester High School, will open a summer school for teachers at Elizabeth, Ind., May 26th.

Dale J. Crittenberger, the new superintendent of Madison county, is well qualified for his responsible position, and is taking hold of his work with vigor. He will open a summer normal July 14th.

Judge N. R. Lindsay, of Kokomo, has been nominated, and is sure to be elected a member of the next Indiana Legislature. Judge Lindsay the educational interests will have a staunch and able friend.

Cyrus Smith, extensively and favorably known to thousands of teachers in Indiana, after a continuous service of nearly nineteen years as a book agent, has severed his connection with Sheldon & Co., and is now a "free man." But few agents can boast so many and so warm friends as can Mr. Smith.

Chas. C. Brown, son of Geo. P. Brown, a graduate of the scientific department of Michigan University, has been appointed to the professorship of Civil Engineering in Rose Polytechnic Institute at Terre Haute.

Mrs. Anna E. H. Lemon, of Spencer, who was for many years the efficient secretary of the State Teachers' Association, has for some months past been seriously ill, but is now convalescent, and is hopeful of final recovery.

E. H. Staley, editor of the *Frankfort Crescent*, has received the nomination for Representative in the next Legislature from Clinton county, and judging from the past history of politics in "Old Clinton" is likely to be elected. Mr. Staley is an old school man, and will make a valuable member of the "law-making body."

W. H. Reagan, of Purdue, has been highly and unexpectedly honored in an appointment as Superintendent of the Division of Patology, in the World's Fair at New Orleans, commencing in December next and continuing until May, 1885. The premiums in his department amount to \$20,000, besides various medals. We congratulate Mr. Reagan and the University upon the honor thus bestowed. The emoluments are in keeping with the place—\$1000 and traveling expenses. Mr. Reagan will bring to this position (if he accepts) every requisite qualification. He had not sought it nor expected it, but is hardly at liberty to decline it.

Charles F. Coffin, Supt. of the New Albany schools, has *not* been elected to a chair in the Michigan State Normal School, at a salary of \$2,000, as has been extensively published. He has had a visit from the State Superintendent of Michigan on the subject, and he may be called, but has not yet been. It is understood that he would not accept the place if tendered.

J. J. Mills tendered his resignation as Assistant Supt. of the Indianapolis schools to take effect April 1st, at which time he is to begin work for Earlham College. In accepting his resignation the School Board passed the following complimentary resolutions:

WHEREAS, J. J. Mills has been elected President of Earlham College, and in order to accept this place has tendered his resignation as assistant superintendent of the Indianapolis schools; therefore,

Resolved, That we accept the resignation, and at the same time

express our high appreciation of his eleven years of faithful and efficient services and of his integrity and uprightness of character.

Resolved, That we express our earnest wishes for his complete success in the high and responsible position to which he has been called and the duties which he is soon to assume.

GEMS OF THOUGHT.

Our greatest glory is not in never falling, but in rising every time we fall.—*Confucius*.

Believe not every accusing tongue,
As most weak people do ;
But still believe that story wrong,
Which ought not to be true. [R. B. Sheridan.

Think for thyself—one good idea
But known to be thine own,
Is better than a thousand gleaned
From field by others sown. [Wilson.

Change the contents of the heart, and you will alter the droppings of the mouth.—*Spurgeon*.

Write it on your heart that every day is the best day in the year.—*Emerson*.

Labor to keep alive in your breast that little spark of celestial fire called conscience.—*Washington*.

All are but parts of one stupendous whole,
Whose body Nature is, and God the soul. [Pope.

'Tis wrong to borrow what you can never pay.—*Watson*.

We live in deeds, not years—in thoughts, not breaths—in feelings, not in figures on the dial. We should count time by heart-throbs. He most lives who thinks most—feels noblest—acts the best.—*Bailey's Festus*.

One pound of learning requires ten pounds of common sense to apply it.—*Persian Proverb*.

Not mighty deeds make up the sum
Of happiness below,
But little acts of kindness,
Which any child may show.

CURIOUS EXPRESSIONS.—The following sentence of only thirty-four letters contains all the letters of the alphabet: "John quickly extemporized five tow-bags." Is there a word in the English language that contains all the vowels? There is—"facetiously."

POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

—:o:—

RISK IN TRAVELING BY RAILROAD.

It is shown that in France, previous to the existence of railways, there was one passenger in every 335,000 killed, and one out of every 30,000 wounded; whereas, between 1835 and 1878, there were but one in 5,178,890 killed, and one in 580,450 wounded, so that we may infer that the tendency to accidents is yearly diminishing. Railway traveling in England is attended with greater risk than in any other country in Europe. A French statistician observes that, if a person were to live continually in a railway carriage, and spend all this time in railway traveling, the chances of his dying from a railway accident would not occur till he was 960 years old.

AN OPTICAL DELUSION.

Here is a very singular illustration of the optical delusion which a change of position will sometimes effect. Take a row of ordinary capital letters and figures:

SSSSSSXXXXXX333333888888.

They are such as are made up of two parts of equal shapes. Look carefully at these, and you will perceive that the upper halves of the characters are a very little smaller than the lower halves—so little that an ordinary eye declares them to be of equal size. Now turn the paper upside down, and, without any careful looking, you will see that this difference in size is very much exaggerated—that the real top half of the letter is very much smaller than the bottom half. It will be seen from this that there is a tendency in the eye to enlarge the upper part of any object upon which it looks.—*Troy Times.*

PRACTICAL APPLICATIONS OF ELECTRICITY.

Everybody knows that the great department buildings at Washington are very vast in extent, but few have anything like an adequate conception of their real size. Take, for instance, the National Museum. A glance at its equipment will suffice to give some conception of its extent. Twenty-six telephones in the building are connected by a telephone exchange in a room near the main entrance, and this local exchange is connected with the main telephone office of the city, so that each employe can talk with every other employe and also with every telephone subscriber in the city. Owing to this telephone service only three messengers are used. Electricity supplies the light which is used in the photographic laboratory, so that the work does not depend upon a fickle sun. If one of the 850 windows or one of the 230 doors is opened, a bell rings, and an elec-

tric annunciator shows to the attendant in the main office just which window or door has been touched. This system is to be extended to each of the many cases in which specimens are exhibited, so that the attendant in the main office will know when one of these is disturbed. The watchmen on duty in the night are governed by electricity. There are stations which each watchman must visit every hour, and he must by a slight motion release an electric current which pierces a paper dial and records the hour and minute of his visit. The time of day is shown by the action of an electric current upon the hour and minute hands of sixteen clock-dials distributed throughout the building. The parts of the museum open to the public are illuminated by electric light. The currents used in the building are conveyed by 65,000 feet of wires.

BOOK TABLE.

The Current, a new literary paper of Chicago, keeps up its high standard.

The North Carolina Teacher, published at Raleigh, is one of the neatest papers that comes to our table, and its contents are in keeping with its dress.

School and Home is the name of a Vol. I. No. 1 "journal designed for pupils, teachers and parents," just received. It is an 8-page, 3-column, neatly arranged paper, and matter is appropriate. Price \$1. Address, Thomas A Patek, St. Louis, Mo.

The Proceedings of the National Educational Association for 1888 is a volume of great value. It is filled with the addresses and discussions of the ablest educational men of the country on the live educational topics of the times. Price \$1. Address N. A. Calkins, 100 E. 80th St., New York.

The American is the new name for the "Northern Indiana School Journal," published at Valparaiso. The American is the handsomest school paper that comes to our table. It takes a little wider range of literature than most educational papers, and is aiming, not in vain, at high literary merit. W. J. Bell & W. C. Ransburg are editors and proprietors.

The Christian Union is without question one of the best if not the best religious and family paper in the United States. It is fresh in thought, independent in opinion, charitable in judgment, fruitful in suggestion, pleasing in its variety, and thoroughly christian in spirit. A. E. Pattison, 340 W. 21st street, New York, has charge of its subscription list.

Hand-Book of the Earth—Natural Methods in Geography. By Louisa P. Hopkins. Boston: Lee & Shepard.

The little book above named is made up of articles contributed to the New England Journal of Education. They are a sort of generalization of geographical facts, and form an inductive treatise on the subject. It will be suggestive and helpful to teachers.

Worcester's Unabridged Dictionary ranks high and in some respects excels all other lexicons. In case a word has two or more pronunciations the authorities for each are given, which is a matter of great convenience and satisfaction. It is perhaps the highest standard in this country on pronunciation and spelling, and ranks high as a defining dictionary. Its appendix contains a great deal of valuable information. For price and descriptive circular, address J. B. Lippincott & Co., Philadelphia.

English as She is Wrote. New York and Chicago: D. Appleton & Co.

This is a little book in paper cover, a companion to "English as She is Spoke," intended to show the curious ways in which the English language may be made to convey ideas or obscure them.

Examples: "I saw a man digging a well with a Roman nose."

"Wanted—A room by two gentlemen thirty feet long and twenty feet wide."

"Two young ladies want washing."

Epitaph: "He was young, he was fair,
But the injuns raised his hair."

Classics for Children—Robinson Crusoe. Edited for use in schools, by W. H. Lambert. Boston: Ginn, Heath & Co. Harrold Smith, Chicago, Western Agent.

"Robinson Crusoe" ranks at the head as a book to interest the young. No book is more popular, and it needs no description. The editor of the above has abridged the original by omitting the more uninteresting episodes, condensing many of the lengthy moral reflections, simplifying the long and involved sentences, and expurgating all gross terms and allusions. In this form it would serve an excellent purpose as a "supplementary reader" for home and school.

A Treatise on Pedagogy for Young Teachers. By Edwin C. Hewitt, LL. D., of Illinois State Normal School. Cincinnati: Van Antwerp, Bragg & Co.

If teaching ever becomes a "profession" it will be when teachers found their work on great underlying principles which they themselves understand. Any skillful teaching that is not purely imitative must be based upon a knowledge of the *mind*, a knowledge of the *subject*, a knowledge of the *relation* of the subject to the mind, and

a knowledge of the best *method* of preparing the mind and presenting the subject. President Hewett, who, by the way, is one of the clearest headed educators in this country, has really filled "a long felt want" in giving to the teacher this concise, clear, logical little book. There is a *demand* for just such a book, and it will be welcomed.

Barnes's New National Readers. New York and Chicago: A. S. Barnes & Co.

The first three books of this new series of Readers have appeared—the other two will appear soon. The publishers announce that the books are the result of the best ideas of a number of the most prominent educators of the country.

After examining carefully the plan and methods of these books—the subject-matter, the gradation, the style, the script, the type, the illustrations, the aids to drawing lessons, aids to language lessons—the beauty of the books, we are compelled to commend every essential feature. The pictures in the two lower books are the finest yet published.

The following language, slightly changed so as to apply to the unsurpassed Readers, expresses our thought :

"They are—but words do fail me to say what ;
Think what Readers *should* be and they are *that*."

BUSINESS NOTICES.

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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

MAY, 1884.

No. 5.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

V.

SAMUEL KLEINFELDER HOSHOUR, D. D.

✓
REV. SAMUEL KLEINFELDER HOSHOUR, D. D., linguist and Biblical scholar, founder of churches of Disciples in Indiana, preceptor and mentor of the great War Governor, author of the unique Altisonant Letters, first President of Butler University, fifth Superintendent of Public Instruction,—was born in York county, Pennsylvania, December 9, 1803, and passed away from earth November 29, 1883. His brief term of office was but an incident in a life of usefulness which extended through nearly all the constitutional period of our history, reaching from the administration of President Jefferson to that of President Arthur. He was the representative of an old French family of Colonial America. The Hoshours migrated from the Rhineland near Strasbourg very early in the eighteenth century, and settled in the Province of Pennsylvania. Their new home was in the midst of a community populated entirely by Germans; and for generations this family spoke German and French with equal facility, though, singular to say, after a century the youngest generation was wholly unacquainted with English speech.

The subject of this sketch was the oldest of six children. He was bereft of a father's care in his fourteenth year, and commit-

ted to the charge of a guardian who contributed nothing to his support or education. Until the age of thirteen he worked upon a farm, going to school a small portion of each winter. The school was of course conducted in German, as were also the business, the religious services, and all the conversation of that region. In '19 he was employed in a little country mill by the kind-hearted proprietor, and performed the work of a clerk and millman. Then the old Swiss teacher of the neighborhood died, and "Sammy" Hoshour was permitted a trial as his successor. He conducted the school satisfactorily, earning forty dollars, clear of expenses. He then entered an English school, where he rapidly acquired a knowledge of the English language and of the branches pursued, and was prepared to enter college.

By means of the money which he subsequently earned at teaching, and with the assistance of an uncle, Mr. Hoshour was enabled to enter upon a collegiate course in the English Classical School at York. Here he completed two years of collegiate work. Seeking a change for the benefit of his health, he removed to Virginia and entered the Theological Institute at New Market, where he was graduated with honor in '26.

Mr. Hoshour's chosen profession was the ministry of the Lutheran church. Immediately upon graduation he became the pastor of a small circuit comprising three or four churches in the vicinity of New Market, and shortly after was married to Miss Lucinda Savage, of that city. His second pastorate was in Washington county, Md., where his influence and reputation rapidly widened; and in '31 he was installed as pastor of the large and wealthy church in Hagerstown. Here he remained three years, in receipt of a good salary and enjoying an enviable popularity, when a change of religious views, resulting from careful and conscientious study and research, led him to sever his connection with the church and with the denomination to which he had belonged from the age of eighteen. The bitterness of sectarian animosity in that day can scarcely be realized at the present time. None but a brave man could face the storm which must inevitably follow such a change. Mr. Hoshour was at once socially ostracised, and found himself without any means

of obtaining a livelihood. Hence he resolved to remove to the West, and resume his work as teacher; and he chose Indiana as his destination. In his new religious views he found himself in cordial agreement with the rapidly growing churches of Disciples, though he was not influenced to the change of opinions by the preaching of their ministry, but by independent study. Before leaving for Indiana, he visited New Market, his old home; and here, as elsewhere, he met with opprobrium and scorn from his old friends. But he preached his new faith boldly, and baptized several converts before taking his final departure.

On the 16th of September, '35, Mr. Hoshour started upon his toilsome journey, and reached Centerville, Wayne Co., Indiana, after a month of travel. He rented a small farm, and engaged to teach in a rural school at twenty dollars per month. Reputations are seldom made as suddenly as was his. Immediately the great value of his work was appreciated, and it was seen that the plain and unassuming teacher possessed a breadth of culture, a depth of thought, and a degree of skill in imparting instruction which placed him in the first rank of educators in the young State. In '36 he was given charge of the Wayne County Seminary, at Centerville. Among his pupils in this institution was Oliver P. Morton, who entered at the age of fourteen, and who from the first and until his death regarded his teacher with filial affection and respect. Lewis Wallace was another of the seminary pupils who have since attained to distinction. So great was the reputation of Mr. Hoshour at the close of his first year at the seminary, that he was elected by the legislature trustee of the State University—an honor then, as now, held in high esteem. Three years later, while visiting the State University at commencement season, he was called upon to deliver an impromptu address. The assembly hall was filled to overflowing, the audience having congregated in expectation of hearing a noted lecturer, who was unavoidably deterred from meeting his appointment. Depending wholly upon the inspiration of the moment, Mr. Hoshour addressed the assembly with such earnestness and eloquence as rendered the occasion ever memorable to his hearers. He chose his subject from the text of The Preacher—"Let us hear the con-

elusion of the whole matter: Fear God, and keep his commandments: for this is the whole of man." The University conferred upon him, at this time, the degree of Master of Arts.

Shortly afterward he was elected Principal of the Cambridge City Seminary, and removed to Cambridge in the fall of '39, and remained seven years. One door from his new residence was the establishment of a hatter to whom was now apprenticed his former pupil, Morton. Again he became the instructor of the future Governor, and now prepared his pupil to enter college. During his four years' residence at Centerville he had preached regularly to a small band of Disciples, and had carried over one of the old churches of that place to his views. He built up a new church at Cambridge City, a revival in '42 adding largely to its membership. His ministerial labors, which continued through the whole period of his life in Indiana, were most arduous. Indeed, they scarcely find a parallel in the church annals of the State. Throughout the whole eleven years of his residence in Wayne county he preached every Sunday except ten, and often twice or three times in a day, generally riding or walking many miles, and exposed to all conditions of weather. It was purely a labor of love. He received for his pastoral services less than fifty dollars per year.

The Altisonant Letters were written here. They are the most perfect specimens of their kind of writing in American Literature—perhaps in any literature. They were commenced in Maryland, in reply to a few letters of an "altisonant" writer of the local press. The idea was doubtless suggested to that writer by Franklin's characteristic advertisement for a lost hat. The "Letters" have been extensively used in colleges and schools. They reveal a mastery of words almost amazing.

In '46 Mr. Hoshour retired from the seminary, being in very poor health, and for four years traveled about, doing no severe work as teacher. He conducted classes at Asbury College, at the State University, and at various institutions in Cincinnati. In '52 he purchased a farm near Centerville, and thought to retire permanently from educational work. He had accumulated property sufficient to maintain his family in comfort the remain-

der of his life. But in an evil hour he invested in the Richmond and Indianapolis Railway. It was a most unwise speculation, and soon he found all his earnings swept away.

In '58 Mr. Hoshour was elected first President of the Northwestern Christian University at Indianapolis, now known as the Butler University. With much hesitation he accepted, though he preferred a professorship to the presidency. After three years of very acceptable service he was relieved of his office at his own request, and transferred to the chair of Languages. He was an admirable linguist, reading Latin and Greek with ease and correctness, and speaking German, French, and English with equal fluency. He occupied the professor's chair for fourteen years.

One morning in May, '62, shortly after the sad calamity at Sullivan, the Governor's Secretary rang the door-bell of Dr. Hoshour's residence on New Jersey street, and delivered to the astonished teacher a commission of appointment to the vacant Superintendency of Public Instruction. The idea of administering a Department of the State Government had never entered Dr. Hoshour's mind. He gratefully accepted the honor, and served with distinguished ability, adorning the position with his comprehensive scholarship and ripe experience. •

One of the most glaring absurdities of the system—or rather, want of system—of that day was the examination of the teachers. There was no uniformity of requirements for license to teach, and in a majority of the counties the examinations were simply farcical. There was little in the law tending to the growth of unity in this and other matters. To correct some of the abuses of the time and suggest remedies for others, Supt. Hoshour called together a convention of the County Examiners of the State. This was the beginning of the development of the system in the direction of simplicity and uniformity. It was the key to the solution of a hundred difficulties. At the present day, when country schools are given a course of study and “graded,” like the city schools, when pupils have a uniform final examination and are uniformly graduated, when we have a common observance of Arbor Days, when the teachers have a fair and appropriate examination, the same in every county, and an established relation

of work to grade of certificate, we can realize the value of Supt. Hoshour's method of systemization; for nearly all the best features of the school organization and supervision of to-day have come from the conventions of examiners and superintendents.

The *ante-bellum* schools had been generally taught by men. Except in the lowest grades of city schools, few women had been employed as teachers. Now, the young men were called away to service in the army, and it was difficult to find a sufficient number to conduct the schools. Supt. Hoshour urged upon the trustees the appointment of women as teachers. The same advice had been given by Larrabee, but had been little regarded. Not as a matter of mere temporary expediency, but of appropriateness and of right, it was now earnestly urged that women should be called to this new sphere of labor. They would improve the schools. They themselves would be improved. A score of arguments were offered, to repeat which now would be to carry coals to New Castle. The effect was gratifying. In '60 the per cent. of female teachers was but twenty-two; in '64 it was forty-two.

Supt. Hoshour employed a skillful clerk to assist him in securing a correct compilation of the reports; and this part of the work was accomplished very satisfactorily. The statistical portion of the report to the General Assembly was already in press, in November, when he retired from the Department, leaving the work to be completed by his successor. On the 25th of November '62, the Department again passed under the control of Supt. Rugg.

From the time of his withdrawal from the college faculty, Dr. Hoshour lived in retirement at Indianapolis. But even in his closing years his voice and pen were not idle. At the time of his death he was the oldest teacher in the State. The press of the entire country contained graceful and appropriate tributes to his memory.

Despise not advice, though even of the meanest. The gabling of geese once preserved the Roman State.

✓ METAPHYSICS FOR THE TEACHER.

W. H. ELSON, SUPT. PARKE CO.

THE teacher has to do with mind; it is the material upon which he works; its proper development and careful training is the thing which he proposes to accomplish who assumes to teach, and for which he in a measure guarantees his ability. How well he succeeds in teaching depends upon how well he succeeds in this "training" of the mind; how well this training is done must needs depend upon how well he understands the nature of the human mind, its modes of action, and the laws and conditions of its healthful activity; for these must determine both the character of the instruction and the methods employed in imparting it. Underlying every science are certain principles upon which the science is based; principles which are necessary to the very existence of the science itself. So with the science of teaching—and since it is the mind which is to be trained and to which the teacher directs his attention, we look for the principles which must obtain in the science of education to the *nature* of the mind, its several faculties, their order of development, and the means by which their activities are awakened and stimulated. All true teaching therefore is based upon principles derived directly from a study of the mind. If we would well understand teaching, we must well understand these principles, for they are fundamental. Child-mind possesses all the faculties necessary to mental power in its most perfect form, but they are in an undeveloped state. They are to be awakened into natural activity; they are to be trained to act with vigor and skill; in short, they are to grow into power. Education, viewed in this light, becomes a process of natural growth, guided and assisted by the intelligent hands of a skillful teacher who recognizes that this function is to help the mind to grow by observing the laws of mental growth in arousing it to activity and in assisting it to act naturally.

To promote its normal growth, developing all the powers of the mind systematically and thoroughly, is to give the greatest possible capacity in thought and action. The young plant-bulb contains all the germs of vegetable life, in an undeveloped state;

but by the proper application of those influences which are calculated to develop it, among which we may mention heat, light, and moisture, its unfolding power manifests itself in delicate stem, leaf, and blossom. The same is true of the physical growth of the child. By means of suitable food and proper exercise, together with an abundant supply of pure air, its growth is made apparent and its power is developed. The human mind offers no exception to this law of organic growth. The unexpanded mind of the child has all the requisite conditions of mental power, and by the right application of those influences which are adapted to develop its several capacities, will mental strength result.

It is the function of the teacher to assist in this development by securing the necessary and best conditions for it. The full stature of the mind is arrived at by growth, the means of which is the mental food, suited to its capacity, upon which it subsists, and as in the physical being, the food has for its object the promotion of *growth*, and *exercise* has for its chief purpose the promotion of *strength*, so with the mind; the proper amount of mental food, suited to the capabilities of the child, tends to mind *growth*, and the exercise of the mental powers in assimilating this aliment tends to the development of mental *strength*. But the growth of the plant is self-growth; it is individual. The conditions are sufficient and it grows. So with the mind of the child the growth is self-growth; the instruction is self-instruction—it learns to do by the doing; that is to say, that the mental acts by which knowledge is gained, are acts of the pupil; it is what he is induced to do for himself and not what is done for him, or what is told him as a rule, that improves him in the acquisition of mental power.

Agassiz says: "The poorest service you can render a pupil is to give him a ready-made definition." Each mental act in the acquisition of a principle adds facility in the exercise of that faculty, and hence develops its power. It is therefore the business of the teacher to present the *occasion* for the exercise of the several faculties of the mind and to train their activity by requiring them to act—by making it necessary for them to act—by supplying the conditions for their activity. The *occasion* is brought

about by the careful unfolding of a subject, step by step, in such a manner that the pupil may *discover* the underlying fact or principle to be taught.

These faculties of child-mind are capable of growth, and the teacher is the one who can stimulate and accomplish this growth. Froebel was so impressed with this idea that he called his school a "garden." The teacher who regards his pupils as capable of "learning lessons" rather than as capable of mental growth, takes indeed a very narrow view of the purpose of the school and of his own work, and consequently fails of accomplishing the highest attainable good.

The subject-matter of text-books furnishes only the material by which this disciplinary development of mental power is to be given—it contains simply the mental food—its proper adaptation to the conditions of the growing mind at its different stages of development is of the highest importance. Knowledge is the product of the mind, and as a consequence bears intimate relation to it; some branches are produced largely by the exercise of one faculty and some by another; as these different faculties differ in the nature of their activity, so do the branches differ in character. These branches as the product of the mind, are used by the teacher to train the mind—and so employed they stimulate and bring into activity the same faculties which were active in producing them. Each branch of study therefore has a direct educational value in the development of one or more of the faculties of the mind. A knowledge of this relation makes it possible for the teacher to adapt the branches taught to the conditions of the growing mind and to utilize them in the culture of its various powers. These various powers are active in different degrees at different stages of development—hence the character of the training must be varied at different periods and suited to affect the particular faculties intended to be cultivated.

The early period of growth is occupied in collecting facts by means of observation as a basis of all future attainment. The perceptive powers are active in giving a knowledge of surrounding objects—hence the exercises for instruction should appeal directly to the senses, and thus furnish the mind with that knowl-

edge which is fundamental to all subsequent stages of development. For it must be patent to every one that knowledge must be obtained before it can be retained, and that both are necessary before it can be used. The second distinctive period busies itself in associating the ideas collected by observation and reproducing them in expression. This is therefore the period of language study and of the cultivation of the memory and imagination. Following this comes the period of reflection, in which knowledge acquired by accurate observation becomes the basis of the cultivation of the understanding, the highest activity of the mind, and so the instruction at this period should be directed largely to the reasoning faculties and should be calculated to stimulate them. Hence the order of the development of the mental faculties must be understood and followed as well as a knowledge of the nature of the branches of study and their particular relation to the mind. All intelligent teaching is based upon both a knowledge of the mind and the relation of the different branches of study to its capabilities and activities.

Metaphysics is the source of this knowledge. If the years in which the perceptive powers are most acute pass without proper cultivation, the mind is but poorly furnished with the materials which are necessary to accurate reasonings and just conclusions.

Again, all *methods of teaching* take their origin in the nature of the mind and the laws that control the manner of acquiring knowledge. True methods are natural methods; that is to say, they are based upon an understanding of the way the child gains knowledge and of the laws of the natural unfolding of the human mind, as well as upon the fact that the acquisition of knowledge by the pupil becomes a means of self-development. Every subject may be taught in such a way as to have an educating value, and every topic may be made a means of mental culture if the method employed be calculated to cause a proper exercise of the faculty which should be employed in acquiring such knowledge. The growth of the particular faculty thus stimulated and exercised takes place with the acquisition of the idea and by reason of it. Our methods must all be tested by this standard of excellence. Any method which appeals directly to the understand-

ing and so stimulates thought and the process of thinking is a natural method and therefore a good one—likewise any method that seeks to enlarge the mind and its powers by natural growth from within outward rather than by the external application of foreign material, is a method which is the outgrowth of the science of education, and is therefore in harmony with the laws of mental development.

On the other hand, a method which tends to impose ready-made results upon the mind of the child, directing his attention to a study of words and definitions rather than to the ideas and principles of which they are the representatives is a method calculated to stultify rather than to expand the mind—and not only does not help the child to know, but stands directly in the way of his knowing, by putting his mind upon the words without seeking to comprehend the thought. This method of teaching—cramming is the result—fails to recognize the fact that a knowledge of *things* precedes a knowledge of *words*, that *ideas* are *developed*, while *words* are *given* as the signs of them, and that the child-mind is not a receptacle of facts but an organic activity.

We hear much said these days about methods of teaching. This is a hopeful sign. Methods are the means which we employ to effect certain educational ends. It is that part of the work which we designate as the *art of teaching*. But it is based upon the science. Hence if we would use natural methods we must understand the laws governing the development of the mind—in other words, we must understand metaphysics. We all employ methods, but do we stop to inquire of ourselves *why* we employ this method or that method? Do we study the relation of the subject-matter to be taught to the particular faculties of the child-mind to which such matter properly addresses itself? or do we rather employ certain methods because "*our*" teachers employed them, or because we have seen some other teacher using them? The fact is that a study of *methods as methods* will avail but little without a study of the eternal principles which underlie *all* methods. It has been wisely said "that every method, that is a right method, is but the application of a general, we may say scientific principle to a particular case." So

it is that a knowledge of the science—the underlying principle of which all methods are the outgrowth, aided by our inventive genius and good judgment, will always determine the *best* method under the existing circumstances. By this means the work of teaching ever affords a field of investigation for the student of human nature, and the earnest, thoughtful teacher ever finds pleasure in its pursuit. Upon this matter of methods Supt. Calkins, of New York, thoughtfully asks: What were *your* first lessons in school? Did those lessons have any relation to the things you had learned from Nature? Were the powers you had begun to develop by your own efforts made still stronger by your first lessons in the school-room? Did you ever discover any possible relation between the names of the letters of the alphabet and the spoken language you had learned to use before you crossed the threshold of the school-room? Did your first lessons in geography lead you to observe more carefully the hills, valleys, streams and towns in your vicinity, and thus prepare you to comprehend the features of other countries which you had not seen? Were you told to learn rules in arithmetic first, and then to apply them to your examples? And I might add if the teacher ask for a reason for any particular process, explain by saying “the rule says so.”

These interrogatories of Supt. Calkins carry us back to the methods that prevailed in our school days, and remind us how utterly powerless such practices are in the development of mental power, and how false and superficial is the conception of teaching upon which they are based. To find that the pupil can repeat the subject-matter of the text-book, can make a show of recitation by such repetition, can solve according to stated rules various mathematical questions—in fact to perform with dexterity certain mechanical mental movements, exhibiting most of all an easy memory—this the unscientific teacher thinks is his work. But teaching is not “hearing lessons recited” and “assigning lessons to be committed”—it is leading the pupil to investigate and the mind to see, to think, to judge—it is to develop vigorous mental activity by so arranging the conditions that the mind takes cognizance of the matter intended to be taught.

Thus an investigation into the nature of the child as a thinker

being furnishes a guide to the teacher at all stages of progress. He who looks at the growing mind which he is helping to develop rather than at the pages of the text-book which he is teaching is in a position to realize the best fruits of culture and knowledge by reason of ability to give judicious training. Hence it is that a knowledge of metaphysics lies at the very foundation of intelligent teaching. All principles of instruction have their basis in, and are drawn directly from the nature of the mind.

Reforms of modern methods in teaching take their origin in a clearer view of the nature and functions of the human mind. Three things the teacher must know: First, the nature of the mind; second, the matter to be taught; and third, its relation to the activities of the mind. Without this knowledge the teacher is a mere stumbler—he gropes in darkness—he misdirects the energies of childhood. With it every capacity of the child is unfolded into a completely and perfectly developed manhood and womanhood, which is the result of education. What will most help us in our work of teaching is a broad, enlightened study of the child in relation to all the possibilities of his being.

TEACHING BOTANY.

PRACTICAL SUGGESTIONS FROM PROFESSOR JOHN M. COULTER, OF
WABASH COLLEGE.

I wish to say something to those who teach botany in the State, of course not to college professors, who have well-tested methods of their own, but to the scores of school teachers who this spring will instruct hundreds of our bright young people in this most delightful study. The day is long past when botany was considered simply a recreative study, pleasant as a pastime, and especially fitted for girls, who could number it among their accomplishments. Now it has become a study of the most philosophical kind, its subtle problems demanding the deepest study of the most active minds, and at the same time these are within the reach of every one's observation.

There is an old and a new way of teaching botany, and every

thoughtful mind will at once recognize the very superior merit of the latter. The old method is something like this, and I feel that many teachers will recognize in it the only method with which they are acquainted. The pupil is set to work upon a text-book and required to memorize an almost endless list of definitions and definitions of things which, when defined, convey little or no meaning to him. After this heroic dose, which is well calculated to nauseate even the healthiest minds, the whole object in view is the analysis of plants for the purpose of discovering their scientific names. Flower after flower is taken and "chased down" through artificial keys, and when its Latin name is discovered the impression is left that all is known that is worth knowing. The only additional step that many teachers are able to suggest is that it would be a good thing for the pupil to press plants, put them upon paper and neatly label them. Such is the old method and I think every one will recognize it, for it has not yet been consigned to the limbo which it so richly deserves. It has done a world of good, and so have canal-boats, but now we have something better.

The fault of the old and the merit of the new lie in their objects. The old method had for its object the discovery of the names of plants, really the least important fact about them, with this most formal introduction to them the acquaintance was at an end. The object of the new is to cultivate this acquaintance and learn all that is possible with regard to the character and habits of life, not having the study of plants as an end, simply as a means. To cultivate the powers of observation, to reveal the secret of the great value of botany as a study, and the teacher should keep this constantly in view. We should not expect to make botanists of our pupils, that may come incidentally, but we should expect to open the eyes of the dullest, and teach them to see what is going on about them. With this view of the study it is at once seen that it reaches far beyond the narrow confines of botany and touches upon every experience of life, for where do we not need to use trained habits of observation? Botany is eminently serviceable in this direction, not because of anything peculiar in its nature, but simply because it lies so freely with

the reach of every one, as capable of study (I do not say as completely) in the humblest district school as in the most elaborately equipped university.

Now, for some practical suggestions, for if these were not given this writing would be of little value. In the first place, the whole atmosphere of the study should be one of doubt, and nothing should be believed upon hearsay that can be learned at first-hand. If possible, the pupils should be required to study the lesson first from nature, free from all the bias of knowledge. For instance, when the subject of leaves is undertaken, every pupil can study scores of leaves and record his own observations as to their differences, and when this is done the chapter upon leaves in the text-book will be read not only with understanding, but with eagerness; for it is a well-known fact that we read with the greatest interest about those things which we ourselves have seen. And so with branches, roots, fruits, arrangement of leaves, flowers, etc. Do not let the pupil read that a flower is made of sepals, petals, etc., but let him discover that fact for himself, and when he finds these parts he will at once demand names for them, and then they can be given. Thus these hard names of botany need not come as a list of definitions to be memorized, but as supplying a necessity which the student has recognized for himself. Then, when the parts of plants have thus been learned, the work has but begun. We have learned the parts of a machine, and it now remains to see how it works.

The forms of leaves, of flowers, of roots, etc., must not be taken as so many facts, but the question must always be asked, "why are they so?" Leaves are arranged thus and so on the stems, but why? Sepals are usually green and petals delicately colored, but why? The flowers upon most of our trees have no petals at all; why? The flower of the pea or bean is very different in shape from that of the lily, but why? Why are some flowers fragrant and others not? Why do some open in the evening and others only in the day? Is it not apparent to every one that the pupil set at such problems, all of which he can answer for himself, helped only by a few suggestions, will have his mental powers developed in a way that looks far beyond botany and that lies in the deepest philosophy?

Let me, therefore, urge upon our teachers that this spring they make their classes in botany classes of observers and not of memorizers. Set the sharp eyes and bright minds at work that they will love, and that will take them away from the mustiness of books out into the freshness and beauty of nature. Nothing within our reach as educators can better produce "sound mind in sound bodies."

Any fuller information that may be desired I will gladly give not in the interests of the science which claims so large a share of my attention, but in the interests of our boys and girls, who we are endeavoring to develop into strong, keen-sighted, discriminating men and women.—*Indianapolis Journal*.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Prin. Indianapolis Training School.]

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INTEREST CHILDREN IN NATURAL OBJECTS.

TEACH pupils to take an intelligent interest in natural objects. Even when no time is allowed for set lessons, much interest may be excited and much valuable information may be given incidentally.

The simplest facts of Zoology and Botany become of deep interest to children when judiciously presented. For instance, take a caterpillar off a soft maple tree, and confine it in a glass dish (giving it ventilation), and feed it plentifully of the leaves of the tree on which you found it. Pupils have probably heretofore considered it nothing but a "worm." Place the dish on your desk and tell pupils to watch it day by day and see what will occur. In a few days it will spin its cocoon, and enter upon its period of rest. Ask them what they think will occur next. They need not wait for this particular one to hatch, however, as the teacher may direct them where to find a plentiful supply of cocoons, of both moths and butterflies. Tell them to look on the branches of soft maples, mulberry trees, on old rails, etc., etc.

If the trees are not in full leaf when the teacher commences to make the suggestions, the first suggestions might be in regard to cocoons, instead of caterpillars, as herein suggested; but it is a little more logical, and perhaps more interesting to begin with the latter, since its life is more apparent. Let pupils gather cocoons, and keep the largest and showiest in the school-room until they hatch. After the butterflies or moths, as the case may be, are hatched, keep them for one day to be admired, and then, with the consent of the school, turn them free. Cultivate a love for butterflies in their native element—the sunshine—rather than a taste for them as *dried specimens*.

After the three stages of the life of a butterfly, viz., as caterpillar, as chrysalis (cocoon), and as full fledged butterfly, teach the following lines:

I creep on the ground, and the children say:

“You ugly old thing!” and push me away.

I lie in my bed, and the children say:

“The fellow is dead; let’s throw him away.”

At last I awake, and the children try,

To make me stay, as I rise and fly.

W R I T I N G .

MUCH has been said about this subject. It is not the object of this article to present anything new; but to impress the *old*. The mind of the child acts on the same principles during the writing hour, that it does during any other hour. The teacher should remember this, and should take into account the nature of this subject:—

Writing is largely an art; especially is it so with primary pupils. Yet there are principles underlying it that they can and should understand. The teacher should see that they do understand them before they attempt to write,—not all of them, but enough to enable them to see in their minds what they are to put on paper. Begin with the simplest: present one thing at a time, master it sufficiently to enable the pupil to accomplish it with ease,

mentally and physically. He is then ready for a new one. When he has mastered it, in the same manner, he is ready to combine the two. When this can be done reasonably well with ease, he is ready for another, which when similarly mastered, may be combined with the other two; and so continue until all the elements and combinations are learned. Present one difficulty at a time. Never allow a pupil to practice without an object in view. Pupils frequently, even in the higher grades, take pen and paper and simply scribble, and when asked what they are doing, they will answer, "practicing." So they are, but they are practicing bad habits, which may be seen by examining their work.

A pupil should begin writing as soon as he enters school. Give him the simplest things, as was said, to begin with. The simplest instruments are the slate and pencil. The simplest thing that he has to learn is probably *height*. It is certainly the easiest to teach. How shall we teach it? A good way is to take a 4-cent Gillott pen and break the points off, and rule his slate with what is left. Two permanent lines will be made, just about the right distance apart for the height of the small letters. Now take the simplest element, the straight slanting line. As the lines you drew show him just how high to make it, he gets that idea with very little thought. He learns height from habit. So we may safely tell him that this line must lean about *so*, making one show him. He has then only two things to think about, *straight* line, slanting line. Do not bother him about how to hold the pencil. He is too busy to think about that. If he wishes to roll his hand over on its side, and desires to stick his tongue in it and twist it up into a roll and bite it, let him do it, but insist that he make a *straight slanting line*, just the way you showed him. Correct other mistakes at some future time when he is not so busy.

Next give him one of the curves, say right curve. Follow the same plan with it. Call attention to the new things in it; as, it must curve and it must *slant* a little more than the straight line. When he can make it easily and reasonably well, combine the two elements learned, thus—*✓*. When he can do this well, have him put a dot in the proper place and tell what letter

has made. Then his eyes will shine. Children, and other people are always glad to find that they have made something. It is plain to be seen that by repeating the *i* without the dot we get *u*, and if the attention of the pupil is called to the fact, he is pleased again, and will work harder to make it just right.

Following out this plan, all the elements and combinations of them, may be taught, thus enabling the pupil to make all the small letters during his first year in school. Always give him something to think about during his writing exercise. Learning to write is a thinking exercise and may be made fascinating.

In his second year he should take pen and paper. Now he will be nervous. He will get too much ink on his pen and will probably make "his mark" on his brand new copy-book. His mark will not be a cross, though; it will look more like the full moon. He will be sure to do these and other things that will be discouraging to himself and his teacher, unless she has taken steps to prevent such occurrences. "Make haste slowly." "One thing at a time." Give him pen and a piece of scratch-paper. Show him first how to hold his pen, next how to take ink, and if he gets too much, how to get rid of it. Do not allow him to "fling" it on the floor. Insist that he holds his pen correctly, also that he sits properly. Then, have him make some marks or letters that he already knows how to make. Make *light* lines. A lesson or two of this sort, and he is ready to take his book.

Follow out the same plan that we did on the slate. Insist on proper position and proper pen-holding. Try to get them to form a complete image of a letter before trying to make it. A help in this, is tracing the copy with the dry pen. Question, as to place of beginning and finishing, height, slant, spacing, quality of line, etc. Insist on his always aiming to correct a mistake just made.

G. F. B.

PRIMARY NUMBER.

In the work in number during the first three or four years there is of necessity much attention given to the memory. Though the numbers, relations, and processes, which are to be remembered,

are introduced through interesting and copious illustration, then comes a time when the results in the form of tables must be *memorized* in order to make the pupils capable of accurate and rapid work in the calculations which follow. In order to the best results the memory work referred to must be *thoroughly* memorized—must be at the command of the spontaneous memory. No counting of fingers, no tapping on the slate, no calling up of the result by any labored process, must be allowed. The parts and factors must signify the result *instantaneously*.

To secure this *instantaneous, effortless* memory requires much drill. This drill often glides insensibly into lifeless routine. At any rate, the tendency is toward automatic action of all the faculties of the pupils.

This instantaneous remembrance of numbers, relations, processes and results must be obtained, even at some cost in this tendency toward automatic action of the mind's powers. But it is well to reduce this tendency to the smallest possible result.

There are two important ways of preventing the spontaneous memory from berumbing the other faculties. First, let every number, relation, process, and result, be first presented to the pupils in an interesting manner by means of objects, and imaginary illustrations, thus giving ample exercise to the powers of perception and imagination. Secondly, let all these things after they are properly memorized, be applied at once to new, concrete problems, involving the common sense conditions of ordinary business life, thus exercising the power of logical judgment. This last-named faculty does not, it is true, exist in its mature state in the mind of a child, but the germ of it is there; and our school exercises should tend to develop it, in proper relation of subordination, perhaps to the powers of sense-perception, memory and imagination.

From the foregoing remarks it will be seen that the number work of the primary school is fitted to give appropriate exercise to every power of the mind. In previous papers, ample suggestions have been given in regard to methods of presenting number work to the perception and memory; it is here proposed to give some hints on the logical study of problems. This work, of course,

should begin in the first year, for as soon as a knowledge of numbers has been attained it must be applied. But for better illustration, I take a simple problem in the first of fractions; the principles illustrated by it are easily applied to the still simpler problems of first, second, and third year work.

Suppose such problem as follows: "How many dollars does a farmer pay for 7 hogs if he pays \$30 for 6 hogs?" Let the study proceed from the book provided there be no answer given; otherwise, place the problem in full on the black-board. Call upon a pupil to read the problem. See that all pupils *look* and *listen*. It is not worth while to depend wholly on one sense when two are available. When the reading has been completed by Jimmie, say, "How many dollars were paid for six hogs, Tommy?" "Thirty dollars were paid for six hogs." Insist on the correct emphasis in the answers, so that even the slightest shades of meaning may be given correctly. Be careful to use correct emphasis in putting questions. It is not admissible to use emphasis for the purpose of hinting the answer, without respect to the reasoning; but it is entirely correct to use it for the purpose of indicating exact and delicate relations of thought. "For how many hogs were thirty dollars paid, Sammy?" "Thirty dollars were paid for six hogs." "Since thirty dollars were paid for six hogs, what part of thirty dollars did one hog cost, Bennie?" "One hog cost one-sixth of thirty dollars." "What is one-sixth of thirty dollars, Fannie?" Or, "How much is one-sixth of thirty dollars, Fannie?" "One-sixth of thirty dollars is five dollars." "Then, how many dollars does one hog cost, Susie?" "One hog costs five dollars."

"Of how many hogs does the problem ask the cost, Eddie?" "Of seven hogs." "And how much does one hog cost, Anna?" "One hog costs five dollars." "Since one hog costs five dollars, how many times five dollars will seven hogs cost, Jennie?" "Seven hogs will cost seven times five dollars." "And seven times five dollars are how many dollars, Charlie?" "Seven times five dollars are thirty-five dollars." "Then, if six hogs cost thirty dollars, how many dollars will seven hogs cost, Lizzie?" "If six hogs cost thirty dollars, seven hogs will cost thirty-five dollars."

Pupils may now be taught how to arrange the work on the slate, so as to exhibit the chief conditions and relations of the problem, without unnecessary writing.

The following is a good form, growing logically out, as it does, of the questions and answers above :

6 hogs cost \$30.

1 hog costs $\frac{1}{6}$ of \$30.

$\frac{1}{6}$ of \$30 is \$5.

1 hog costs \$5.

7 hogs cost $7 \times \$5$.

$7 \times \$5$ are \$35.

Ans., 7 hogs cost \$35.

If there are very dull or slow pupils in the class, other questions than those indicated above, or some illustrations, may be needed at the most difficult points; but even then, the logical line of question must also be followed. After many recitations of this kind pupils will gain enough logical power to enable them to solve new problems during study hour, and arrange the work on slate or paper. The recitation hour should then be spent in the *reciting* by the pupil of what he has upon his slate, subject to the criticism of his teacher and classmates.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

ELEMENTARY INSTRUCTION.

IN what does elementary instruction differ from secondary instruction?

This is a primary inquiry with the teacher who is trying to discover a science of teaching. Its answer will be easier when the difference between elementary and secondary knowledge is made clear. Knowledge is the discerned relations in things that are in accord with the real relations in things. These relations are various, some of which are easily discovered by the minds whether educated or not, while others can be seen only

by the mature mind that has been strengthened by much exercise. Those discerned relations that are easily apprehended by all minds, the young and immature, as well as the old and mature, may be called elementary knowledge.

What is the nature of this knowledge?

To answer this question so that it shall be intelligible to those who are unable to answer it for themselves it will be necessary to look a little more closely into the nature of knowledge.

I know a thing when I see it to have some relation to something else. If there was but one thing in existence knowledge would be impossible. What I know must be seen to be other and different from myself that knows it. Until I differentiate things from myself I do not know them. Even in self-knowledge, myself is made an object and is seen as something other than I that know it. When anything is apprehended to be something other than I that apprehend it this act of apprehending is an act of knowledge. This is the first knowledge attainable by the infant mind and this relation is called that of diversity. The act is called an act of discrimination. Add to the power to see things as different from myself the power to remember these differences and there will soon develop the power to see things to differ from each other. When I have seen in what an object differs from every other I have found what are its characteristics as an individual thing and have set it off from everything else. I know it as an individual or rather as a particular thing, by seeing in what it differs from other things.

But the mind can not long continue to exercise this power of discriminating between things without apprehending certain agreements or sameness in them. This is the relation of sameness or identity. Things are seen as different and that separates them; they are also seen as the same and that unifies them. Unity in diversity. This power to see sameness in the midst of diversity is at first very feeble. But it increases with age. It is greatly accelerated by language. A word is merely the name given to this sameness that is seen to exist in any special group of things. The word chair means what is the same in all chairs. Names may be given to particular things. These are proper nouns. But

all the significant words of our language are names of what is the same in an entire group of things.

This seeing the same in many particulars is called generalization, and the notion or idea thus gained is called a general notion in contrast with the notion of a separate thing which is called an individual notion. Now there is a spontaneous activity of this power of generalization in a low degree in very young children. This is shown by the fact that they use language intelligently. If they could not generalize they would have no use for any other classes of words than proper names. But there is a distinguishable difference between this spontaneous generalization and that conscious search for the one in the many which results in the generalizations of science. These scientific generalizations form the basis of classifications that arrange particulars into groups and thus relieve the mind of the burden of numbers which would otherwise overpower it.

But conscious generalization is a process within the scope of the mind's activity, even in youth. It belongs to the stage of elementary knowledge. To discriminate, to generalize, and to classify are elementary processes in knowing, and it is the office of elementary instruction to stimulate the mind to perform these processes.

There are other relations even more elementary than some of these that we have considered, which it will be the purpose of another paper to consider.

ORAL READING—PRONUNCIATION.

THE importance of correct, artistic pronunciation as an element of expression in reading and in conversation was briefly discussed in a former article. Some suggestions as to the method of acquiring it are herein presented.

A knowledge of the facts of pronunciation and skill in the use of them are imparted somewhat incidentally, in advanced reading, but this does not prevent a systematic presentation of the facts.

Whether taught separately, as a distinct part of the subject of reading, or taught incidentally, the facts of pronunciation must

be organized into a system that shall exhibit their relations to each other, and by so organizing them, skill in the art can be more surely and rapidly acquired than by teaching them as isolated facts.

Pronunciation may be divided into three parts: *articulation*, or that which treats of elementary sounds and their symbols; *syllabication*, or that which treats of the principles of grouping sounds into syllables; and *accent*, or that which treats of the distribution of force among syllables.

The most difficult element of the subject is articulation.

This part of the work should give the pupil (1) a knowledge of the sounds of the language, (2) should make his ear skillful in discriminating between the sounds, (3) should make his organs of articulation skillful in uttering the sounds separately and in combination, (4) should teach him the diacritical marks as a condition of determining for himself the pronunciation of words from the dictionary.

On basis of their degree of vocality and the openness or closeness of the articulating organs in producing them, elementary sounds are divided into two general classes: *vowels* and *consonants*.

The ear distinguishes between vowels by the two characteristics of *quality* and *length*, or duration. Quality is the character of a sound arising from the shape of the mouth in producing it, *for example*, ē, ä, öö. The shape of the mouth depends upon the relative position of the lips, tongue, lower jaw, and palate.

On basis of their length, vowels are classed as long, short, and intermediate; on basis of their simple or complex nature, as elementary and diphthongal.

To give to vowels their correct length is comparatively easy; to give to them their correct quality is, in many cases, much more difficult. The pupil must learn to do this, in part, by imitating the correct utterance of his teacher, but this means can be supplemented in a very important way by calling attention to the shape of the mouth which the sound requires, and by showing the relation of the difficult sounds to those of easier utterance. The three extremes of quality are represented by ē, ä, and öö.

Thinking now only of the long vowels, let us see whether the are all intermediate to these three.

In producing *ē*, the teeth are near together, the corners of the mouth are widely separated, the middle part of the tongue is near the roof of the mouth, and the tip of the tongue is near the lower front teeth. By experimenting with the remaining long sounds it will be discovered that the one requiring the least change in the shape of the mouth from that required by *ē* is *ā*. Continue the experiment and it will be discovered that the next in order is *ā*, and the next *ä*.

At *ē* the mouth is most open sidewise. With each successive sound the lower jaw is slightly dropped, and at *ä* the mouth is most open vertically. The mouth can not open wider vertically, and to secure the remaining long sounds it must assume a different shape. The sound which requires the least change from *ä*, is *û*. Then follow in order *ä*, *ō*, and *ōō*. From *ä* to *ōō* the lips assume, first an oval, then a circular, and lastly a bell-shape at *ōō*. From *ē* to *ōō*, the tongue is drawn slightly backwards and downwards with each successive down.

Since the above represent the extremes of vowel quality, already defined, each of the short sounds must be the cognate of some long sound. The long sound having been mastered it is quite easy to teach the related short sound, by requiring the pupil to place the mouth in the shape required by the former, and directing him to utter it more quickly, which will give the corresponding short sound. The two sounds most difficult to acquire are *ä*, intermediate to *ä* and *ā*, and *ê* intermediate *ê* and *ē*. (See Webster's Dictionary, Principles of pronunciation, §§ 13 and 14). To teach these as isolated sounds and by imitation is a very tedious process to both teacher and pupil. They can be mastered in a much shorter time by comparing and contrasting them with the sounds between which they are intermediate.

In pronouncing diphthongs, the pupil is liable, in many cases, to omit the first element and say *dōōty* for *dūty*; or to substitute for the first element some other sound and say *āōōt* (out) instead of *āōōt* (out). But if the diphthong is associated in some way with its first element he is less liable to make such mistakes.

The following table contains all the vowel sounds in the English language and indicates their relations to each other :

Long.	Intermediate.	Short.	Diphthongal.
e		ɪ	ū
ā		æ	
ā	ā	ǣ	{ ī, ou
ā	e	—	
ū		ǔ	
ā		ō	oi
ō		—	
ōō		ōō	

It will be observed that sounds placed on the same horizontal line require the mouth to be in the same *shape* but slightly more *open* for the short than for the corresponding long sounds. For reasons given above the diphthongs are placed on a line with their first sounds.

Special attention is called to the position of *ō*. (See Webster's Dictionary, Principles of Pronunciation § 8). Does not the section referred to teach that he who says Gaud, laug, dug, etc., is more nearly correct than he who says Gāhd, lāhg, dahg, etc. A few minutes drill upon this table each day before beginning the reading lesson would put the voice in good condition for expression ; would give a knowledge of what the vowel sounds are ; would make the ear skillful in discriminating between them ; and would give the vocal and articulating organs skill in uttering them.

The table would occupy but small space upon the black board and might be left there permanently.

JOSEPH CARHART.

The truest help we can render to an afflicted man is not to take his burden from him, but to call out his best strength, that he may be able to bear the burden.

THE THEORY OF METHODS IN READING.

IN previous articles there have been considered the stages of reading; the distinguishing mark of each stage; and the general method of procedure as based upon the distinguishing marks. As stated in the last article, these remain to be considered:—

1. The purpose.
2. Means of making the work interesting.
3. Method of making the work clear.

PURPOSE.

The purpose of reading has evoked considerable discussion among educators, and there is not yet unanimity of view in regard to this important feature in educational work.

Is it the design of reading to *store* the mind? To *strengthen* the mind? To *store and strengthen* the mind? Or is the end of reading a *fourth something* that has not yet been perceived by the teacher of the art?

One defines reading as "the art of giving proper oral expression to written or printed composition." Another has said that "Reading is the adequate expression in vocal utterances of thoughts and feelings of a writer as expressed in written or printed composition." A third says, "The true object of reading is to make the child's reading *easy, intelligent and intelligible*." A fourth states that "Reading is the getting and giving of thought by means of words arranged in sentences."

It has also been said that "Reading is that subject which seeks:—

1. To give the pupil that knowledge of the various forms of discourse which is a necessary condition to comprehending the content of these forms of discourse.
2. To give skill in comprehending the thought of discourse as a whole.
3. To cultivate certain powers of the mind, especially the imagination, sensibility and will.
4. To give a knowledge of the principles of oral reading and skill in using them."

These views as to the nature and province of reading have arisen, no doubt, from a consideration of the subject-matter of reading and of the general aim of education itself, since reading is the one subject, as correctly indicated in the last purpose as given above, that most nearly approaches in its scope, that of education itself.

The subject-matter of reading is printed discourse; and the question recurs, as the most preliminary and the most important one in the subject,—What is the aim of reading in dealing with printed discourse?

The object of reading as a subject may be indicated by considering the object of an individual reading lesson. Lucy Larcom, in describing May, wrote—

“Oh, the smell of sprouting grass!
In a blur the violets pass.
Whispering from the wild-wood come
Mayflowers' breath and insects' hum.”

Were this fragment of literature to be the subject-matter of a particular lesson in reading, should the design of the lesson be to give the pupils a knowledge of the words and sentences, i. e., the expression, as such?

Should the purpose be to give the pupils a knowledge of the thought itself, as such; i. e., to give the pupils, as a permanent possession of their minds, the thought that May is the month that is characterized by odors of sprouting grass and of Mayflowers, profusion of violets, and music of insects?

Should the object be to give the pupils the power to obtain the thought through the form of expression?

Should the end in view in the lesson be to give to the class the power to adequately express orally, in the language of the writer, the thought and feeling?

Or, should the aim of the lesson be to confer the power to interpret the thought of such discourse and to give adequate oral expression to the thought and feeling in the same words?

It is presumed that no one would hold to the thought that either the first or the second purpose indicated should be the real design of the lesson. The question remains, however—Would

the purpose of the lesson be the third, the fourth, or the fifth, as presented above?

This is a question, which, it would seem, can not be answered by considering the subject-matter of reading, only. Recourse must also be had to the object of school work in general. The school work is to prepare one to enter properly upon his duties involved in the relations of family, church, society, business affairs, and state. The reading in school is therefore to deal with printed discourse in that way which will best prepare the pupil to deal with printed discourse as required in these after relations from which he can not escape, if he would.

If the family relation is considered, especially the family friendship relation, it is obvious that every family circle, if culture reigns there, involves and requires intelligent interpretation and adequate oral expression of printed discourse.

It is equally plain that intelligent participation in the affairs of society, business, church and state, requires considerable power of interpreting thought as expressed in print; and in certain phases of these relations, the power to give intelligible oral expression in the same words, to the thought and feeling as expressed in the form of print, is no small advantage.

Reflection as to the relative importance of the power to interpret printed discourse, and the power to orally express the thought of such discourse, in all the relations of life for which school work should prepare, would seem to make it clear that the former, and unlocking to the reader the treasures of the past, and giving to him in so large a measure those ideas and influences that prepare him to cope with the difficulties of life and elevate his standard of living, is more important than the power to orally express thought as found in print, however important this latter power may be, and undoubtedly is.

It may, therefore, be said that the purpose of reading is—

1. To give the pupils the power to obtain from print, (or script), the thought and feeling of the author.
2. To give the power to adequately express orally the thought and feeling in the words of the writer; and that of this two-fold purpose, the first part is the predominant element.

By reference to the purposes quoted above in the beginning, it will be seen that the first and second have in contemplation only the second element of the purpose just stated, and that the third, fourth and fifth are in substantial accord with the two fold purpose as given, with the difference, however, that there is in them no indication, as to which element of the purpose is predominant.

Those teachers who hold the first element of the purpose to be the predominant one, will recognize in oral reading not only an end, but a *means*, and will be free to employ it, when it seems advantageous, to test whether the pupil has obtained the thought, and also to assist him, through imitation as an instrument, in obtaining the thought; but the teachers who consider the second phase of the subject to be the more important of the two, will maintain that imitation should not be employed in teaching reading, and that the pupil should never be allowed to attempt the oral expression of a sentence until he is in full possession of the thought and feeling.

HOWARD SANDISON.

MATHEMATICALLY CORRECT.— $2 \div 0 = \infty$, or $0 \times \infty = 2$; also $8 \div 0 = \infty$, or $0 \times 8 = 8$; $\therefore 2 = 8$. Again, $2 \div \infty$, and $200 \div 0 = \infty$; $\therefore 2 = 200$. But $200 = 2 \times 100$; $\therefore 2 = 2 \times 100$; and, by transposition, $2 - 2 = 100$, or $0 = 100$; or, to a mathematical certainty, when you are dead broke, you have one hundred dollars in your pocket. But 0 being a quantity, it must be greater than nothing; and $10 - 9 = 1 +$, for the figure in tens' place equals ten units, and ten units—nine units equal one unit and 0 in units' place=some quantity; \therefore the expression $10 - 9 = 1 +$. For the same reason, $100 - 99 = 1 +$ something + ten times something; for the 0 in tens' place is ten times greater than the 0 in units' place, which equals something. How gratifying this mathematical explanation! For as zero being a quantity increases the value of 100 to one hundred plus something, plus ten times something, so it increases our powers, capacities, and liberties something plus ten times something. It increases our powers; for, since $2 \text{ years} \div 0 = \text{infinite time}$, and since $8 \text{ years} \div 0 = \text{infinite time}$; $\therefore 2 \text{ years}$ equals 8 years; and since an average student can graduate in eight years without difficulty, the faculty should permit any ordinary student to graduate with an A. B. in two years.

Again, $2 \text{ rods} \div 0 = \infty$, and $200,000,000 \text{ miles} \div 0 = \infty$; $\therefore 2 \text{ rods} = 200,000,000 \text{ miles}$; and since it is less than 95,000,000 to the sun, and since a person can walk two rods in one minute, he could walk to the sun and return in one minute, and some time to spare. Or, since $43,000 \text{ miles} \div 0 = \infty$, and since $2 \text{ feet} \div 0 = \infty$, $43,000 \text{ miles} = 2 \text{ feet}$. But 43,000 miles exceeds the distance to the moon, and since a cow jumped two feet toward the moon, therefore "the cow jumped over the moon."

OFFICIAL DEPARTMENT.

TOWNS AND CITIES DO NOT SHARE THE SURPLUS DOG TAX. [Letter Book G, page 492.] The Supreme Court has decided, in the case of *South Bend v. Jacquinth*, 90 Ind. 495 (not yet published) that the surplus dog tax fund must be "paid and transferred to the school revenue of the township," and that towns and cities situated in the township are not entitled to any share therein. In this decision the court pays no attention to the act of March 14, 1877, which Attorney-General Baldwin thought was not repealed by the act of April 13, 1881, as I have shown on page 72 of the School Law.

FORECLOSURE OF A MORTGAGE EXECUTED BY A MARRIED WOMAN.—[Letter Book G, page 497.] It is asked whether a married woman, her husband joining with her, can execute a valid mortgage upon her own real estate to secure a loan from the school fund, and whether, when such a mortgage has been made and there is default in the payment of interest, a suit of foreclosure can be maintained against the wife. If such mortgage was executed before September 19, 1881, the date of taking effect of Sec. 5119 R. S., which prohibits a married woman from entering into a contract of suretyship in any manner whatever, then a suit of foreclosure may be maintained against the mortgagers; but if executed after September 19, 1881, the mortgagers could defeat the foreclosure by proving that the money was obtained and used for the benefit of the husband, that it was a surety debt on the part of the wife. I advise auditors not to loan the school funds on the property of a married woman except on the execution, by both husband and wife, of an affidavit that the loan is for the use and benefit of the wife or the wife's property, this affidavit to be attached to and preserved with the mortgage.

JOHN W. HOLCOMBE,
Sup't Public Instruction

WHO LEVIES SCHOOL TAXES.—The Board of County Commissioners have no control over school trustees in the levy of school taxes.

CITY SUPERINTENDENTS—PAID FROM WHAT FUND.—The law does not recognize and fix the status of superintendents of city schools. It has been decided that they must be paid from the *special* revenue when all their time is spent in supervision. If they teach a part of the time, they must have a *license*, and must be paid a proportionate part from the tuition fund.

CUSTODY OF SCHOOL PROPERTY.—The trustee has entire control of school houses. The director has charge of the house for certain purposes, but he acts under the trustee, subject to his directions.

EDITORIAL.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

FEBRUARY NO.—We are quite anxious to have a few more copies of the February Journal for 1884. They will greatly oblige persons who are anxious to complete their files. We will be glad to extend the time, one month, of any one sending us this number.

"THE CORRESPONDENCE UNIVERSITY" is an association of experienced instructors, who have organized for the purpose of enabling students to remain at their homes and receive instruction in most of the collegiate branches of study. It is somewhat on the Chautauqua plan, but on a higher plane. For particulars address the secretary, Lucien A. Wait, Ithaca, N. Y.

THE State Board of Education has decided to hold examinations for State Certificates, beginning June 17th next, in the following cities: Fort Wayne, La Fayette, Indianapolis, Terre Haute, Bloomington, Evansville, North Vernon. For requirements and further particulars see last month's Journal. A large number of teachers and superintendents ought to secure a state license. It is highly desirable for very obvious reasons.

LOCATION OF THE SECOND PRIME MERIDIAN.—In answer to inquiries it can be stated that the location of the Second Prime Meridian, from which most of the lands in Indiana have been surveyed, was not determined by the mouth of Blue River, as many have supposed, but was fixed at 9° 29' West from Washington. This statement is made on the authority of Prof. John Collett, State Geologist, who has given the subject special attention and made a printed report upon it.

INATTENTION.—The Commissioner of Education is of the opinion that in very many cases children are blamed for inattention when, if the truth were known, they are quite excusable, and, indeed, entitled to sympathy, because their hearing is affected by insidious catarrh or other cause. "The questions of hygiene and near-sightedness," he remarks, "have been agitating the public for some time, as many school children are found to be suffering from negligence in these particulars."

STATE SUPT. HOLCOMBE has submitted his "off-year" report to the Governor, as required by law. It is largely statistical. The total enumeration of school children for 1883 was 719,035, an increase of 9,611 over the preceding year. The total enrollment of children in school was 500,669, while the average daily attendance was only 301,167. The number of school houses is 9,869. Our permanent school fund is now \$9,271,910.78; our school revenue for the year ending July 31, 1883, was \$3,874,053.76, of which \$2,539,174.82 was tuition revenue, applicable exclusively to the payment of teachers salaries. The number of teachers employed in the state in 1883 was 13,058, of which 6,060 were females.

THE COMPULSORY EDUCATION LAW IN ILLINOIS.—The Chicago *Inter-Ocean* gives the following, which will be read with interest:

"Chicago must plead guilty to having a larger number of half-day schools than any other American city. This is due in part to the marvelous growth of our population, but still more to the tardiness with which the authorities respond to the demand which this growth makes upon them for more school accommodations. True, we are building at the rate of four to five twelve or fifteen-room school-houses a year, besides having 9,244 pupils in double divisions and 1,394 pupils in rented rooms, at a cost in rent of \$3 00 a year per pupil, and while there were 32,038 pupils in private schools in June, 1882, there were still over 10,000 children between 6 and 16 years of age not enrolled in any school. This alone is reason enough why our compulsory education law is a dead letter in this city. Some other reasons must be sought in certain other places; but the fact remains that for one reason or another the law might as well not have been passed as be so utterly ignored as it is."

ARBOR DAY.

Arbor Day, April 14th, was a great success. Gov. Porter wrote a letter heartily indorsing the work, which Supt. Holcombe had printed with an address of his own and a programme, which was sent out in large numbers. These addresses were read to thousands of people who assisted in celebrating the day, and the effect can not be other than wise than good. The number of trees planted can not be, at present, estimated, but it was large: not nearly so large, however, as it would have been had the day been fixed earlier in the season, before the adjournment of most of the country schools.

The Journal suggests that another "arbor day" be fixed for next fall, when the country schools will be in session. The fall is an equally good season in which to transplant trees, and circumstances

make it more desirable for a *school* "arbor day." Will the committee carefully consider the propriety of the above suggestion?

Space can not be spared in which to even mention the large number of reports sent us of arbor day celebrations.

NATIONAL AID TO EDUCATION.

The Education Bill recently passed by the U. S. Senate is a measure to be hailed with unusual interest. It appropriates the sum of \$77,000,000 to education, to be apportioned to the States in the ratio of their illiteracy as shown by the census of 1880. The first year \$7,000,000 are to be used, the second year \$10,000,000, the third year \$15,000,000, after which there will be a diminution of \$2,000,000 annually, till the close of the eighth year, when the appropriations cease. The greater portion of the money will of course go to the South; it will be used only in common schools of unsectarian character, and its benefits must be applied to the children irrespective of color. Before a State can receive the benefit of the act, it must have a free public school system, and the Governor must file with the Secretary of the Interior a statement of the number of children already attending school, and the expenditure for them, and no State can receive a greater sum than it raises from its own revenues.

Those who object to the bill do it chiefly on the grounds that education is strictly a *state* institution, and that the general government, under its constitution, has no right to interfere in educational affairs. There is some doubt as to whether the bill will pass the House and become a law.

TEMPERANCE.

Whether or not the subject of temperance shall be introduced into politics the Journal will not discuss. Whether "high license," "local option," or "prohibition" is the best method of controlling the liquor traffic, is also foreign to the Journal's purpose. But the Journal has uniformly advocated that the great subject of temperance, or rather *in*-temperance should be discussed and studied in our schools. The effects of alcohol on the human system should be taught systematically and thoroughly. The effects of intemperance on the morals of men and communities should be depicted in its true light—no, that can not be done—but it should be approximated. (Great care should be taken not to "offend the little ones," whose parents may be addicted to drink. It would be inexcusable in a teacher to lower a parent in the estimation of his child.)

The great cost of intemperance and the poverty and suffering it

entails is also a proper theme. On this last point take these figures.

The population of the United States is 50,000,000. The cost of education per annum is about \$85,000,000, or less than \$2 for each man, woman and child. The cost of all the meat eaten in a year is about \$303,000,000, or \$6 per capita. The cost of bread for a year is \$505,000,000, or \$10 for each inhabitant. The cost of intoxicating liquors for the same time is \$900,000,000, or nearly \$20 for each man, woman and child.

Think of it! People complaining of their taxes for educational purposes, when they are paying *ten times as much for whisky!* Think of an intelligent, enlightened, so-called "christian" people paying *three times as much* for intoxicating drinks as they pay for their meat and *twice as much* as they pay for their bread. True indeed that *fact* is sometimes stranger than fiction. While "local option" and "prohibition" are political questions, temperance itself is a moral question and belongs in the schools. Temperance reform must come, for the most part, through education. Before habits are formed, teach facts, impress principles, form a moral sentiment—in this way can the most good be done.

"The young mind, impressible and soft, with ease
Imbibes and copies what it hears and sees;
And through life's labyrinth holds fast the clue,
That education gives it false or true."

GIRLS IN BUSINESS.

We commend to all girls who wish or expect to engage in any self-supporting occupation, especially where they may come into competition with men, the following extract from Elizabeth Stuart Phelps' article, entitled "Supporting Herself," in the May *St. Nicholas*:

"But, girls, if you don't mean to make a thorough business of the occupation you have chosen, never, never, *never* begin to be occupied at all. Half-finished work will do for amateurs. It will never do for professionals. The bracket you are sewing for a New Year's present can hang a little crooked on its screws, and you will be forgiven 'for the love's sake found therein' by the dear heart to which you offer it; but the trinket carved for sale in the Sorrento room must be cut as true as a rose-leaf. You can be a little shaky as to your German declensions in the Schiller club, which you join so enthusiastically after leaving school, and no great harm ever come of it; but teach Schiller for a living, and for every dative case forgotten you are so much money out of pocket.

People who pay for a thing demand thorough workmanship or none. To offer incomplete work for complete market price, is to be

either a cheat or a beggar. The terrible grinding laws of supply and demand, pay and receive, give and get, give no quarter to shilly-shally labor. The excellence of your intentions is nothing to the point. The stress of your poverty has not the slightest connection with the case. An editor will never pay you for your poem because you wish to help your mother. No customer will buy her best bonnet or her wheat flour of you because you are unable to pay your rent. When you have entered the world of trade, you have entered a world where tenderness and charity and personal interest are foreign relations. Not 'for friendship's sake,' nor 'for pity's sake,' nor 'for chivalry's sake' runs the great rallying-cry of this great world,—but only '*for value received.*'

It is with sorrow and shame, but yet with hope and courage, that I write it,—there is reason for the extensive complaint made by men, that women do not work thoroughly. I am afraid that, till time and trouble shall have taught them better, they will not. Is it because they have never been trained? Is it because they expect to be married? That it is not in the least because they can not, we know; for we know that some of the most magnificently accurate work in the world has been done by women."

"THE DANGER LINE OF NUMBERS."

This is a phrase that aptly names a growing tendency, if not an already established fact in the higher grades of school in this State. This fact is, if it be a fact, that the officials and faculties of these institutions, as well as the people, estimate their importance and value to the State by the number of students attending them. This diseased state of mind prevails most in the private schools, probably, and for obvious reasons. The devices to which some of them resort to swell their roster roll are ludicrous, and to the sober minded, painful.

But the adoption of a false standard of measurement because it is the popular one is more excusable in institutions dependent directly upon public patronage for their immediate support, than in institutions supported by the State for the purpose of erecting and maintaining a proper educational standard and thereby educating a right public sentiment.

Genuine education in any field except that of a few specialties, for which large fees are paid, demands an outlay far in excess of any income that will be received from students. It is one of the investments which society makes, having in view as its return good order, the greater safety of life and property, and the greater happiness of all. The standard of education among the learned must be higher than among the ignorant. The standard of the schools must be the standard of the learned rather than of the ignorant if the general

intelligence of the people is to be advanced. This is true of the schools that benefit society most. These schools will have a relatively small attendance so long as this difference in standards of learning and the ignorant exists. But their value to society is not to be estimated solely by the number of students who attend. It is quality rather than the quantity of graduates that chiefly determines the value of a school.

These are plain self-evident truths, but like the laws of health, we disregard them never the less. The managers of great state institutions whose duty of all others it is to stand firmly by these convictions are prompted and persuaded often times to desert them for numbers. The time has come in educational affairs as in others when *singleness of purpose* is the condition of success. The State Normal School must devote its energies to giving instruction and training in the Science and Art of school teaching. This is what that one faculty can do well. The State University as at present organized, must concentrate its energies upon securing general literary and scientific culture of a high order. This is all that one faculty can do. When law, medical, or normal departments are added there must be made distinct schools having distinct faculties and apparatus and facilities peculiar to each. The Purdue University has a purpose defined in the law under which it is organized,—the science and art of agriculture and mechanics. Each of these ends properly pursued would require a distinct faculty. To undertake to annex a normal department or a classical department or anything else to be taught by the one faculty is to lower the standard of attainments in all. Its only defense is that the institutions must have numbers. Let all these schools be made the best possible in their respective fields, and the State can afford to wait, and will wait for results. It is, after all, the intelligence of the State that determines the continuance or abandonment of every institution. If it has a purpose valuable to society and is fulfilling it, it will be continued. If it is otherwise some change or its death is assured.

G. P. B.

THE NATIONAL EDUCATIONAL ASSOCIATION.

There is every indication that the National Association to be held at Madison, Wis., July 15-18, will be an eminent success in every regard. The President, T. W. Bicknell, of Boston, is leaving nothing undone that can be done to insure success. Reduced rates have been secured on all trunk-line railroads, even from California and Boston. The rates on most of the roads is about 4c a mile *one way* for a round trip ticket. We have before us the rates made by the C. St. L. & N. Railway (Panhandle) from a few points, which will enable teachers

to approximate the cost from their respective places. From Louisville, \$14.75; from Indianapolis, \$11.05; Richmond, \$12.30; Union City, \$11.85; Logansport, \$9.15. The *Pawhandle* will run a special train from Louisville to Madison via Indianapolis, Kokomo, Logansport and Chicago. The trains of this road connect with those of the Madison road in Chicago *without transfer*.

Hotel rates will range from \$1 per day to \$2.50 per day. More than eight hundred private residences will entertain at the uniform rate of \$1 per day. Arrangements have been made whereby 2,000 guests can be comfortably accommodated in tents, at the beautiful grounds of the Monona Lake Assembly (Lakeside). Persons can secure entertainment in advance by addressing J. H. Carpenter, committee on entertainment, at Madison, Wis.

Details as to railroad rates will be given next month.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR MARCH.

- THEORY OF TEACHING.**—1. What are the advantages of having a well-prepared programme? 20
2. What are the advantages of classifying a school? 20
3. State the chief advantage of teaching pupils in classes. What can be done to lessen these? 2-10
4. Distinguish between telling and training in teaching. 20
5. Why should the teacher make a careful preparation for every exercise? 20

- READING.**—1. What is the proper position of a pupil and of his book, while he is reading? 10
2. What evils may result to the eyes from an improper position of the book? 10
3. What evils may result from an improper position of the body? 10
4. Mention some of the different uses of emphasis. 10
5. State what different methods may be used in teaching pupils to articulate distinctly. 10
6. Read a selection. 50

ORTHOGRAPHY.—1. Divide the following words into syllables; mark the accent, and also the sound of the vowel in each accented syllable: lamentable, industry, isolated, interesting, and maintenance.

2. Into what three general classes are the sounds in the English language divided? Give an example of each class.
3. When do we double the final consonants of monosyllables the addition of a syllable? Give three examples.
4. Write five words, each illustrating a different sound of a.
5. Give the proper spelling of the following words, marking centered syllables and using capitals with proper nouns and proper adjectives:

1. vituals	6. fatherinlaw
2. basket	7. whosever
3. writing	8. Gord
4. deligate	9. Cealing
5. indianopolis	10. Baroosh.

GRAMMAR.—1. What is inflection and what its use? What parts of speech admit of inflection?

2. In what consists the value of the study of Grammar when we consider merely the information obtained?

3. Analyze: "The luxury of Capua, more powerful than Roman legions, vanquished the victorious Carthaginians."

4. Parse *than* and *legions*.

5. Correct the following, and give reasons: "No time, no money and no labor was spared."

6. Parse the italicised words in the following: "The evil of *silencing the expression* of an opinion is *that it* is robbing the human race."

7. What offices of a noun may a clause perform in a sentence? Give an example of each.

8. What are the redundant and what are the defective verbs? Give an example of each.

9. As how many different parts of speech may the word *what* be used? Give an example of each.

10. Write all the infinitives of the verb *lay* in the active and passive voice.

GEOGRAPHY.—1. Describe the Great Desert of Sahara.

2. Mention five small kingdoms of Europe and their respective capitals.

3. What are the chief exports of the United States, and what its chief imports?

4. Describe Bolivia.

5. What States and Territories border on Mexico?

6. Describe the government of France; of Russia; of the United Kingdom (Great Britain and Ireland).

7. What three great rivers rise in the Swiss mountain region?

8. Name five cities of the United Kingdom, stating for what each is noted.

9. What is a federal republic? a consolidated republic? What kind of a republic do the United States form?

10. Name the kingdoms of the German Empire.

PENMANSHIP.—1. How does the finger movement differ from the arm movement?

2. Name the different movements used in penmanship.

3. Name the elements which enter into the formation of letters.

4. Analyze the letters a and u.

5. Name the letter which are one and one-fourth spaces high.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked so or below, according to merit.

PHYSIOLOGY.—1. What is the office of the red corpuscles of the blood? 10

2. What is the proper temperature of the school-room? 10

3. Why are right positions of the body necessary to health? 10

4. What purposes, as food, do the nitrogen compounds serve? 10

5. What changes does food undergo in the stomach? 10

6. (a) Does woollen clothing create heat? (b) Why is it warmer than linen or cotton? a-5; b-5

7. How can a sufficient supply of fresh air be secured in the school-room in winter? 10

8. How is the blood forced through the cavities of the heart? 10

9. How can the capacities of the lungs be increased? 10

10. What is the best arrangement of windows in a school-room? 10

U. S. HISTORY.—1. Who were the inhabitants of this country when first discovered by the Europeans? What were their characteristics? 5-5

2. To what religious society did a large number of the early French explorers belong? What was their principal object in coming to this country? 5-5

3. After the settlement of Jamestown, what European nation became the historical nation in relation to this country? 10

4. As the price of tea, with the tax added, was less in the Colonies than in England, why did the Colonies refuse to pay it? 10

5. What two victories during the revolution were of more moral force than any other victories gained? 5-5

6. What attitude did England and France assume towards the Confederate States early in the civil war? 10

7. Tell the story of the Trent affair. 10

8. What sea fight in the civil war changed the mode of naval warfare to a great extent? 10

9. How was the Presidential election in 1876 settled? 10

10. What was the Geneva arbitration? What was the Halifax award? 5-5

NOTE.—No answer to exceed ten lines.

ARITHMETIC.—1. What is the difference between the true count and the bank discount of \$359.50 for 90 days without grace at 12 per cent.?

2. If the water that fills a vat, which is 8 feet long, 4 feet wide and 5 feet deep, weighs 10,000 pounds, what will be the weight of water required to fill a vat which is 10 feet long, 5 feet wide, and 6 feet deep? (Proportion).

3. What is the cube root of 403,583.419?

4. Five men are employed to do a piece of work; two of them failed to come, by which the completion of the work was delayed 10 days; in what time could the two men have done it? (Solve by analysis).

5. I have a certain number of pennies which I can arrange in either 8, 12, 16, 20, or 24 equal piles; what number of pennies is it, if it is the least number that admits of such arrangement?

6. $\frac{1}{2}$ of $\frac{2}{3}$ of what number equals $9\frac{1}{3}$?

7. Multiply forty-eight ten thousandths by two and one thousandth, and divide the result by one million.

8. What part of a cord of wood is a pile $7\frac{1}{2}$ feet long, 5 feet wide and $1\frac{1}{2}$ feet high? How much would it cost at \$8.50 per cord?

9. Columbus is $83^{\circ} 3'$ west longitude, and when it is 37' and 10" at 1 P. M. it is 11 o'clock A. M. at San Francisco. Find the longitude of San Francisco.

10. A bought \$128.25 worth of goods; kept them six months. The money was worth 8 per cent. interest, and then sold them at a gain of 6 per cent.; for how much were they sold?

ANSWERS TO STATE BOARD QUESTIONS FOR APRIL.

GRAMMAR.—1. An infinitive expresses action or state without limitation. A participle limits a noun or pronoun by assuming action or state in regard to it. A participle used attributively limits only nouns or pronouns. An infinitive used attributively limits a noun, a pronoun, a verb, an adjective, a participle, or a verb.

2. That should be used instead of who or which in restrictive clauses, when both persons and things are referred to, after adjectives in the superlative degree.

3. Will in the first person and shall in the second and third express determination. Shall in the first person and will in the second and third express futurity.

4. *a* Moaning with pain, he rose to his feet.

b A moaning noise was heard.

c His moaning so feebly indicated that his strength was failing.

d There came a moaning on the wind.

Not many generations ago where you now sit, the rank thistle
 ed in the wind. This is a declarative, complex sentence. Log.
 he rank thistle; gram. sub. thistle, modified by the adj. the and
 ; log. pred. nodded in the wind not many years ago where you
 sit; gram. pred. nodded, modified by adverbial phrases in the
 and not many generations ago, and the adv. clause where you
 sit; sub. of clause you, pred. sit, modified by advs. where and

Not is an adverb, modifies the adj. many. *Ago* has the force
 e participle gone, is an adjective, modifies generations. *Sit* is
 b, reg. intrans. active, prin. parts sit, sat, sitting, found in the
 nt indicative. *Nodded* is a verb, reg. intrans. active, prin. parts
 nodded, nodding, found in the past indicative.

Morality, it is insisted, grows out of religion as a tree grows
 its roots. it will die if the connection is not maintained. This
 tion is so sincerely made that it deserves to be treated with re-

S. HISTORY.—I. Ancient and modern.

John C. Calhoun was born in South Carolina in 1782. In 1810
 entered Congress and speedily won distinction as a leader in his
 He was twice elected Vice President, but was disappointed
 presidential aspirations. He was the author of the doctrine of
 igation or State Sovereignty, and under his direction South
 ina in 1832 prepared to resist the collection of revenue under
 rief laws. They were overawed, however, by the firmness of
 dent Jackson. Calhoun died in 1850.

The War of 1812 was caused by British restrictions upon
 ican commerce, and their impressment of seamen. The fight-
 as chiefly on the Canadian frontier, on the ocean, and in the
 . The Americans met with varying success. At one time the
 h penetrated to Washington, and burned the Capitol, the Pres-
 s house, and other public buildings. The closing battle of the
 was that of New Orleans, in which the Americans were victo-
 losing but seven killed, while the enemy's loss was two thou-
 n killed, wounded, and prisoners. Peace was declared in De-
 er, 1814.

Gustavus Adolphus, king of Sweden, desired to found a free
 y in the New World for all persecuted Christians. His death
 ring before his plan was executed, the project was undertaken
 s minister, and in 1638 the first Swedish colony arrived at Cape
 open. They purchased of the Indians the land from Cape
 open to the Falls of Trenton. They built a fort on a tributary
 Brandywine and named it Christiana. Other settlements were
 but the Dutch, regarding these settlements as intrusions upon

their territory of New Netherlands, Gov. Stuyvesant subjected to the authority of Holland.

7. The first steamboat was built in 1807, by Robt. Fulton. It was completed, Fulton invited friends to go on board and the trip from New York to Albany. The first trip was made successfully, and for many years, this steamer, the Clermont, plied the Hudson.

8. Marshall, Story, Taney.

9. By the Congressional Ordinance of 1787, providing for the government of the Northwest Territory, the sixteenth section of township was set apart for the use of schools. This was made binding by the State Constitution. In 1876 the total school fund of the State amounted to nine million dollars.

10. At the beginning of the Constitutional period two parties arose, one—the Federalists—favoring the granting of great powers to the new government and wishing it to resemble the government of England as much as possible.

PHYSIOLOGY.—1. There is no such thing as a "purely vegetable diet." Those claiming to use such a diet forget that they use water, soda, or some other similar substance, in making bread, lime, etc. But it is not considered a wise thing to do to omit eggs, butter, cheese, etc., from one's diet altogether, as thereby some of the elements necessary for bone and muscle, as well as for all tissue, are supplied in insufficient quantities. A person of sedentary habits requires less meat and more vegetable food; the reverse is true of one engaged in active physical labor. Americans, as a rule, eat too much meat.

3. The lymphatics are used (1) to convey a portion of the nutriment from the intestines to the bloodvessels entering the heart; (2) to gather superfluous material into the general circulation again; (3) as general absorbents.

4. Valves in the arteries would impede the flow of blood directly by the systole of the heart.

5. To explain how the nutriment comes into immediate contact with the tissues, it is necessary to refer to the structure of the arteries and capillaries. The arteries have three coats; but as they diminish in size toward the capillaries, the outer and middle coats disappear, and the elastic elements of the inner coat also disappear, and so the work connecting arteries and veins is composed of tubes with very thin walls. Through these thin walls the nutritive elements of the blood and the gases are diffused. The cells of the tissues, thus bathed in a nourishing fluid, absorb what is needed and the surplus is carried off by the lymphatics.

10 (The answer to this question is very fully and very satisfactorily given in the text.)

given in Gray's Anatomy, a copy of which may be found in the well-posted physician's library).

READING.—1. Supplementary reading should be used with all classes. It is valuable (1) as a diversion; (2) as a recreation; (3) as a means of illustrating and thus adding interest to the regular lesson; (4) as a source of pleasing and useful information; (5) as a (to the teacher) practice lesson, whereby to test the pupil's proficiency when removed from the machinery of class-work; and (6) as a means of suggesting to the older pupils sources of information on topics in which they may be interested. A skillful teacher can thus gradually and indirectly (and undesignedly) direct the tastes and the inclinations of the pupils toward reading of the better sort.

The extent to which this work is to be done, must be determined by the character of the class, by opportunity, by facilities for gratifying the pupils' tastes, etc.,—all these being taken under consideration by the teacher as a person of wisdom and discretion.

When the lesson for the next recitation is assigned to the First Class, the teacher should carefully pronounce each new word in the list preceding the lesson. The pupils should then spell the word and pronounce it in unison, and then a careful test of the pupils' knowledge of the *form*, *pronunciation*, and *meaning* of the word should be made by questioning the pupils singly. With this preparation the next day's lesson may be intelligently prepared.

It is not just to a child to hold it responsible for a mispronunciation which is necessarily a guess with it, or for failing to recognize and read intelligently those words with which it has not been previously acquainted.

ARITHMETIC.—1. $a \frac{2}{3}$ of $\frac{5}{8}$ of $240 = \frac{5}{4}$ of $240 = 60$. b 60 is $\frac{2}{3}$ of $\frac{5}{8}$ of $\frac{2}{3}$ of 60, or 231.

$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{7}{8}$. $b \frac{2}{3} - \frac{1}{6} = \frac{1}{2}$, the part part paid for rye. $c \frac{2}{3}$ of \$150.

$\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4} = \frac{1}{4}$. $b \frac{2}{3} = 15$.

$73^\circ 15' - 25^\circ = 48^\circ 15'$. b As 1° long. = 4 min. in time, $48^\circ 15' = 3$ h. 13 min.

As there is always one board more than sawings, 1 inch from 11 in. to 10 in. b As 1 board with the sawing will use up $1\frac{1}{2}$ inches of the log, $10 - 1\frac{1}{2} = 8\frac{1}{2}$ = the remaining number of boards cut from the log, or 9 boards in all. c As 1 board is 18 ft. long and 1 ft. wide, 9 boards will be 162 ft. long by 1 ft. wide, or 162 ft. board measure.

As $\frac{1}{3}$ of the vessel is worth \$36,000, the whole will be worth 9 times as much, or \$324,000, $\frac{1}{3}$ will be worth \$142,560.

\$1200, with 90 days at 6% int. per an. amount to \$1218. b \$1218 for 30 days at 10% int. per an. will yield \$10.15, which will be the interest.

c \$1218 - \$10.15 = \$1207 85, the proceeds.

8. *a* The side of the piece given is $\frac{1}{8}$ of a mile long, or 40 rods. *b* $\sqrt{40^2 + 40^2} = 56.56 + \text{rods}$.

10. *a* As the son was to have twice as much as the mother and the mother twice as much as the daughter, the son would have 4 parts, the mother 2 parts, and the daughter 1 part, each part being $\frac{1}{7}$ of the whole. *b* Had there been no son, the mother would have received $\frac{2}{3}$, which was \$2400 more than the $\frac{1}{3}$ which she did receive. *c* Therefore, as $\frac{2}{3} - \frac{1}{3}$ was \$2400, the whole estate would be $\frac{3}{2}$ of \$2400, or \$3600.

MISCELLANY.

The Missouri State Teachers' Association will hold its 23d annual session at Sweet Springs, June 24-6.

ROCKPORT—A six-week normal will begin at Rockport July 1, 1884, conducted by W. F. L. Sanders and Co. Supt. J. W. Nourse.

The Missouri School Journal, published at Jefferson City, is a representative paper of its class and deserves a liberal patronage.

The Dubois county normal will open at Jasper, June 9th, and continue six weeks, with W. F. L. Sanders, C. E. Clark, and Co. A. M. Sweeney as instructors.

The American Normal College, at Logansport, under the patronage of J. Frair Richard, opened with about 60 students, and is in sight. The friends are hopeful.

ANGOLA NORMAL COLLEGE.—Ample grounds have been purchased and a commodious building about completed in which will be opened a normal school, at Angola, June 17, 1884. Chas. E. Kirder is principal.

COUNTY SUPERINTENDENTS' ANNUAL CONVENTION.—State Superintendent Holcombe has issued a circular calling a meeting of the county superintendents at Indianapolis, June 10-13. A programme of exercises has not yet been completed.

CARROLL COUNTY had the largest "paid up" delegation of county represented in the State Teachers' Association, except Wayne, which is a much larger county, and it beat Carroll but one. Mr. Everman is the superintendent, and is backed by an enterprising corps of teachers.

Prof. W. R. Houghton, of the State University, in connection with a course of lectures on "Science of Politics," has arranged a excursion to Washington City, to start May 31, via the Chesapeake and Ohio Railroad. The trip will surely be a delightful one, and a round trip ticket is only \$16.50.

GREENFIELD.—A summer school for teachers will be held in Greenfield, beginning July 14th and ending August 22d, under the management of J. M. Strasburg, of the Greenfield schools, and Lee of Hagerstown. The county institute will be held during the following the close of the school.

VERRE HAUTE.—The pupils of these schools contributed in small amounts, ranging from one cent to five cents, \$62.75, with which to purchase trees and plants for "arbor day." Seventy-one trees were planted and many pots of plants, and pictures were placed in schools. Wm. H. Wiley is still superintendent.

CRAWFORDSVILLE.—The young ladies of the Crawfordsville high school recently gave a supper and literary entertainment for the purpose of raising money with which to found a school library. The amount was \$123.34, clear, besides several books donated. A few such entertainments will suffice. *Splendid.* C. W. McClure is principal of this school.

The seventh annual session of the Martha's Vineyard Summer Institute will begin July 14th. This school sustains *twenty-two* departments, each headed by a specialist. The range is all the way from the kindergarten and cookery to Latin, Greek, and Philosophy. The particulars address Benj. W. Putnam, Jamaica Plain, Boston, Massachusetts.

AMERICAN NEWSPAPERS IN 1884.—From the edition of Messrs. P. Rowell & Co's *American Newspaper Directory*, now in press, it appears that the newspapers and periodicals of all kinds at present published in the United States and Canada reach a grand total of 13,402. This is a net gain of precisely 1,600 during the last twelve months, and exhibits an increase of 5,618 over the total number published ten years since.

LUFFTON.—The schools here are in good condition. Out of an enrollment of 770, 81 are in the high school. The graduating class numbers eleven. They are devoting the greater part of their last term to a thorough review of the common branches. The cabinet and library are both growing rapidly. There are now twelve departments, and the trustees will be compelled to provide additional room coming summer. P. A. Allen is serving his third year as superintendent.

IPPECANOE COUNTY.—Most of the schools of this county have been visited. Supt. Calkins has given them close supervision and wise instruction. The school in Chauncy celebrated Arbor Day on Friday, April 11th, by appropriate exercises, a few brief speeches from public spirited citizens, and the planting of a number of shade and ornamental trees. The pupils and teachers took an active part in the

work. L. E. Landes is principal. The Linnwood school has getting along very satisfactorily this year under charge of Mr. O. Nisley.

PURDUE UNIVERSITY.

The Board of Trustees of this Institution met in regular session April 10th. They expressed themselves as highly pleased with the management of President Smart and with the progressive work being done by the Faculty under his administration.

The urgent needs of the various departments were considered and it was unanimously agreed to show to the Legislature that a gro boy must have larger clothes or—well, that he must have them. Steps were taken toward providing, at the earliest practicable moment, increased room and apparatus for the work in natural history, mechanics, and chemistry.

The various courses for next year have been materially strengthened in the lines of science, English, civil and mechanical engineering, and mathematics.

The total enrollment for the present year is 211. There were added to the faculty next year a Professor of Agriculture and Botany. The present faculty is composed of twelve members. The Academy, under Prof. O. J. Craig, is doing good work. Over 100 students have entered its review classes for this term.

COUNTY SUPERINTENDENTS' CONVENTION.

The Association of Eastern Indiana County Superintendents met in New Castle April 16th. The Association was called to order by Supt. W. R. Wilson. On motion J. L. Shauck, of Rush county, was made chairman, and Clay Hunt secretary.

J. L. Shauck then read an interesting paper entitled, "What is Meant by Red Tape in our Schools?" The paper elicited considerable discussion, which was participated in by W. R. Wilson, of Strasburg of Greenfield, C. W. Harvey of New Castle, M. A. Smith of Franklin county, State Supt. John W. Holcombe, and R. A. Smith of Hancock county.

The next paper, entitled "County Superintendents' Report to the County Board of Education," was read by R. A. Smith. A discussion of the paper was then engaged in by Messrs. Mess, Shauck, and Holcombe. The latter took strong grounds in favor of county superintendents securing uniformity of length of school terms.

D. H. Goble, editor of *Home and School Visitor*, then read a paper on the subject of introducing newspapers in the public schools.

elicited considerable discussion. Mr. Smith suggested that a reading stand should be provided in all the schools, and that they be supplied with a good weekly newspaper and the periodical literature of the day. The Association then adjourned till Thursday. The Supt. Holcombe in the evening delivered his interesting lecture on "Early American Literature," to a fair audience. Thursday morning J. C. Macpherson, of Wayne county, read his article on "Needed Legislation." The discussion of this subject was engaged in by several persons, including Mr. Holcombe and Mr. Bell, of the School Journal. The general sentiment was against meddling with the law as it now stands. Mr. W. Harvey read a paper entitled, "Graduation from District Schools." The paper was an unusually interesting and able one. Mr. Hodgin spoke upon the same subject. It was asked for publication and will be printed in this Journal. Mr. J. S. Hodgin, Principal of the Richmond Normal school, gave a lecture on the "Four Great American Statesmen," (J. Q. Adams, Andrew Jackson, John Calhoun, and Webster), which was pronounced "excellent." The next meeting will be held in Rushville, not earlier than September. Some time was spent in visiting the New Castle schools, and the comments were uniformly favorable.

CLAY C. HUNT, Sec'y.

REMUNERATIVE WORK FOR WOMEN.

The following is not strictly educational, but will be of interest to Journal readers.—EDITOR.

Editor: Much has been written regarding proper and remunerative employment for women. Silk culture, poultry raising, and other themes have been thoroughly ventilated, and the result is no doubt been very beneficial. But there are many ladies who have no opportunity to raise silk-worms or follow any employment of that kind. To this class I wish to open what to me was entirely a new field. Some three months ago an uncle of mine, from Albany, was visiting at our house. We were talking of plated ware, and he was engaged in manufacturing. To gratify my curiosity he made a plating machine and replated our knives, forks, spoons, and a tin can. It only cost \$4, and it did the work perfectly. Some of our neighbors seeing what we had plated, wanted me to plate some for them. Since then I have worked 22 days and cleared during that time \$94 34. At almost every house I got from \$2 to \$3 worth of work to do, and such work is nearly all profit. For replating a dozen teaspoons I got \$1.75. This work is as nice for ladies as for gentlemen, as it is all in-door work and any one can do it.

I am making a collection of curiosities, and wish to include in my collection rare stones and shells, old coins, geological specimens, etc., etc. I want a large variety secured from as many different localities as possible.

To any one sending me a specimen as indicated above I will in return full directions for making a plating machine such as that which will plate either gold, silver, or nickel.

Address,

(Miss) M. F. CASSEY, Oberlin, Ohio.

NORTHERN INDIANA TEACHERS' ASSOCIATION

The second annual session of the Northern Indiana Teachers' Association will be held on Island Park in Sylvan Lake, Rome, Ind., July 1st, 2d, and 3d, 1884.

PROGRAMME.

TUESDAY EVENING, July 1, 7:30.—Inaugural Address: J. K. Van Hook, Supt. schools, Logansport. Appointment of Committees.

8:00. Address: Dr. Lemuel Moss, President State University. Subject, The Teacher's Encouragement.

WEDNESDAY FORENOON.—Miscellaneous Business. A Paper: Miss Florence Carpenter, of Muncie. Subject, The ninth branch of the common school course—How shall it be taught. Discussion: John Kinney, G. L. Harding. Rest.

A Paper: William J. Houck, Supt. Jay county. Subject, How can a Love for Good Literature be best Instilled into the Minds of Pupils? Discussion: H. A. Hosmer, A. E. Humke.

AFTERNOON.—A Paper: O. J. Craig, Principal Purdue Academy, La Fayette. Subject, The Evil Effects of Teaching on the Teacher. The Remedy. Discussion: W. A. Bell, Jas. F. Scull. Rest.

A Paper: D. D. Luke, Supt. schools, Ligonier. Subject, Practical Education—What? Discussion: J. M. Olcott, W. H. Ernst.

EVENING.—(a) Report of Committees. (b) Miscellaneous Business. Address: Dr. Jas. B. Angell, President Michigan University. Subject, Reflex Influence of the Teacher's Profession.

THURSDAY FORENOON.—Miscellaneous Business. A Paper: J. H. Chase, Supt. schools, Plymouth. Subject, What Should be Eliminated from the Course of Study in our Graded Schools? Discussion: S. E. Miller, T. J. Sanders. Rest.

A Paper: Dr. Charles Dryer, Science Teacher public schools, Wayne. Subject, The Classics vs. The Sciences as Educational Factors. Discussion: C. P. Doney, A. Blunt.

AFTERNOON.—A Paper: Mrs. Emma Mont. McCrae, Principal, School, Marion. Subject, The Kindergarten—Its Objects, Methods,

Relations to the Public Schools. Discussion: Miss Carrie B. Pe, Mrs. Bessie G. Cox. Rest.

Paper: J. C. Macpherson, Supt. Wayne county. Subject, The Minned and the Examiner. Discussion: S. D. Anglin, H. A. Chins.

Hotel Rates.—Spring Beach Hotel, \$2.00 per day, or in "clubs" or more, \$1.50 per day. The Assembly Hotel and Island Park se, \$1.50 per day, or \$1.25 when two occupy the same room.

Railways.—The Grand Rapids & Indiana Railway, and connect-ines, will sell tickets at 2 cents per mile.

and Park is a most beautiful place and affords unusual facilities recreation and healthful pleasure, and it is hoped that this, to-er with the programme offered, will secure a large attendance. ot fail to be present at the first session to hear Dr. Moss's ad-s.
D. W. THOMAS, Ch'n Ex. Com. N. I. T. A.

PROCEEDINGS OF THE SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The seventh annual meeting of this Association met in Jefferson- April 2d, 3d, and 4th. The meeting was quite large and the rest was up to par. Several of the papers read were highly com-ndatory. In the absence of Pres. H. B. Hill the Association was ed to order by Vice-pres. C. F. Coffin. Mayor J. M. Glass made elcoming address, which was responded to by Mr. Coffin. The ident-elect, A. M. Sweeney, Supt. of Dubois county, occupied t of the first evening with his inaugural address. His subject "A Contrast between Ancient and Modern Ideas of Education." showed unusual knowledge of ancient history. He recited many customs and theories and compared, or rather contrasted them what we find to-day, and drew the logical conclusions. He , "Teach the youth of our land broader views and principles, the meanness of narrow-mindedness. Teach them to recognize 's common brotherhood, and God's common fatherhood. Teach n to have sympathy large enough to enfold all mankind as broth- and you have given them something better than gold. Teach- whose horizons are bounded by the horizons of silver can impart uch intelligence; teachers with frozen hearts and faces can en- dle no such sentiments. Let every teacher do his duty well and fate of ancient nations does not await us: our lives, our times, civilization will become broader, clearer, deeper, purer, till we h the culmination of man's terrestrial joy."

W. S. McClure, of New Albany, was elected secretary; Supt. Jno. arr, of Clark county, was elected enrolling clerk; and J. P. Funk, orydon, treasurer.

Chas. E. Clark, principal of the Huntingburg schools, read one of the best papers of the session, on "The Responsibilities of the Public Schools." The discussion was opened by Frank P. Smith, of J. I. Ford, and a general discussion followed.

John P. Carr, Supt. of Clark county, read an exhaustive paper on "National Aid to Education." The discussion was opened by J. I. Martin, Supt. of the Madison schools, and he was followed by others. The universal sentiment was in favor of national aid; and later the association passed a resolution endorsing it.

Geo. P. Brown, Pres. of the State Normal School, read a paper on "Didactics vs. Scholarship," which displayed much careful thought. It dealt with foundation principles as do most exercises prepared by this gentleman. [The paper will be published in the Journal.] The discussion was opened by W. A. Bell and continued by others.

"The Word Method as used in the Louisville Schools" was presented by W. H. Bartholomew, Prin. of the Louisville Female High School. The subject was an interesting one.

Arnold Tompkins, Supt. of the Franklin schools, read a paper on "Pedagogical Rhetoric." Mr. Tompkins is a close thinker and a reasoner, psychologically so. His was one of the best written papers of the association, containing points worthy of the consideration of teachers much older than the writer. [It will appear in the Journal.] J. A. Wood, Supt. of the Salem schools, opened the discussion, and was inclined to endorse the *theory* of the paper but doubted its application to real life. Geo. P. Brown commended the paper in the highest terms.

Miss Jessie Robertson, principal of the high school in Mitchell, introduced, who gave an excellent paper on "The Circle of Educational Methods." It was a brilliant paper, and drew out a lively discussion. She resurrected Socrates and Pestalozzi, upon whom solid teaching is founded.

Dr. Geo. L. Curtis then gave an address on "The Health of the Teacher—How Injured; How Preserved," which was full of sensible doctrine and practical suggestions to teachers. [The Journal will print this address.]

"What is Practical Education?" was the subject of an excellent paper by R. A. Ogg, principal of the New Albany high school. The exercise was heartily commended, but owing to a lack of time there was no discussion.

R. H. Garothers, principal of the Male High School, Louisville, Ky., followed in a paper on "Concentration vs. Diffusion." This paper was an able one, and was highly commended.

"How to Teach" was the subject of a practical exercise by J. M. Mickleborough, late principal of the Cincinnati Normal School, now principal of the new normal school at Hope.

Dr. Lemuel Moss, Pres. of the State University, lectured Thursday evening on "A Liberal Education." This was one of the Doctor's best efforts.

Friday evening Prof. Mickleborough lectured on "The Theory of Evolution," to a large and interested audience.

The next meeting will be held at Mitchell.

The following are the officers-elect: President, D. S. Kelley, Supt. of Personville schools; Vice-Presidents, M. A. Mess, J. A. Wood, Bellington, W. S. Wood, Margaret McCalla; Ex. Com., W. E. Lugen, Arnold Tompkins, R. A. Ogg, Ella Munson, and W. W. Fuller; Treasurer, J. P. Funk, of Corydon; Secretary, Cora McDaniels, of Union.

The meeting was one of the best, and owed its success largely to the efforts of the chairman of the executive committee, D. S. Kelley, who was greatly assisted by President Sweeney.

PERSONAL.

Frank P. Smith is principal of the Bedford schools.

O. Ellis has closed his school at Fairmount—14 graduates.

H. Bailey has been re-elected principal of the Azalia schools next year.

M. Strasburg is conducting an educational column in the *Green-Republican*.

Miss Libbie Irwin, one of Vigo county's best and most promising teachers, died March 5th. One by one.

Prof. Cyrus H. Northrup, of Yale College, has been elected president of the Minnesota State University, and has decided to accept the position.

Israel Whitehead, Supt. of Perry county, has been impeded in his school work for some months past by a severe and persistent attack of rheumatism.

Cyrus Smith, well known to most county superintendents and many teachers, is making special preparation to do some institute work the coming season.

Sam. M. Croan, late Supt. of Madison county, now Supt. of a large normal school at Shenandoah, Ia., is well pleased with his new work and is meeting with much success.

P. Cole, one of the charter members of the State Teachers' Association, and one of the oldest teachers in the state, is now proprietor of a book store in Bloomington, Ind.

Ira T. Eaton, well known to many readers of the Journal as agent for Clark, Maynard & Co., is now general agent for the "Penman's Road Machine," with headquarters at Indianapolis.

E. J. Heeb, the Penman, and P. H. Trook, the Professor of Bookkeeping and Mathematics, have resigned their positions in Grant Business College and accepted similar positions in Bryant's Business College & Stratton College, Indianapolis.

J. S. Gamble, Supt. of Fayette county, was recently married to Miss Angie Reed, of Xenia, Ohio. The "Home Bringing" was the occasion of unusual feasting. His many friends in Fayette county throughout the state joined heartily in congratulations.

BOOK TABLE.

The Fountain, a paper for boys and girls, edited by W. H. Shreve, of York, Pa., at 50 cents a year, comes nearer our idea of a youth magazine than anything else of its class that we have seen.

The Normalite is the name of a school journal just started at Normal, Ind., in connection with the South-Eastern Indiana Normal located at that place. It is edited and published by W. P. Harlan, principal of the school.

The Wonderland of the World, is the title of a 64 page pamphlet issued by the Northern Pacific Railroad. It describes the various places of interest on the line of this wonderful road, and the illustrations are simply beautiful. For information address Oscar Van Dusen, 38 S. Illinois street, Indianapolis.

The Organiser is the name of a new, or rather re-vived, temperance paper, published in Indianapolis for the Woman's Christian Temperance Union of Indiana. It is edited by Miss L. E. Brown. The number before us is well filled with matter full of interest to those interested in the great cause of temperance reform. Price 50 cents a year.

Popular Science Monthly. D. Appleton & Co., New York. The May number of this excellent magazine contains an unusual number of interesting articles. Among them are, "The Beaver and its works," "An Experiment in Prohibition," "The Chemistry of the Brain," "How Flies Hang On," "Where did Life Begin," "Christianity and Agnosticism," "The Morality of Happiness," etc.

Harpers' Magazine for May concludes the sixty-eighth volume of that periodical. T. W. Higginson contributes a paper to this issue on the subject of which is Monroe's Administration, but whose title is "The Era of Good Feeling." This paper is illustrated by portraits of the presidents of the United States.

es. Monroe, Rufus King, and Henry Clay. A sketch of King
am contains a portrait of the German Emperor. The two seri-
one by Wm. Black, the other by E. P. Roe, retain their interest.
s give no evidence of decay in this excellent periodical. Har-
Weekly and Harpers' Bazaar are unequalled each in its own
rtment.

kardt's Anatomical Charts, sold by D. D. VanWie, of Indiana-
are superior to anything of the kind published in this country.
are imported from Europe and are the work of a master. Phys-
y is of great and growing importance, for next to moral character
is health. All the children of every school should be taught some-
of the structure of the body, and some of the laws by which it is
rned and kept healthy. These charts, and dissected manikins
e same author, would certainly be of great service to teachers in
ing this important subject.

nts to Our Boys. By Andrew James Symington, with an introduction by
n Abbott. New York: Thos. Y. Crowell & Co.

s little book was written to help boys on the road to manhood, and to
them that something besides *years* is necessary to convert *boys* into *men*.
ject-matter may be divined from the headings to the different chapters.
are: 1, On the Formation of Character; 2, Choosing a Profession; 3,
alue of Time; 4, Economical Habits; 5, Manners. These are all im-
nt and vital subjects in the development of any young life, and when it
led that they are in this book treated in a sensible, practical way, the
may form some idea of the book. In the chapter on "Reading" is the
ing: "However much reading of a miscellaneous kind you contrive to
ke, it will become far more serviceable by being sorted, and bound in
es. Lay down a main trunk-line, from which other branches may di-
and you will find the great advantage of *method* in courses of system-
ading."

BUSINESS NOTICES.

Y UP!—This is not a *dun*, only a "reminder." With but few ex-
ns those persons whose names are on our "unpaid" list were *expected* to
p by the Holidays. That was the understanding. Do not forget it.

E INDIANA BAPTIST.—The only Baptist paper owned, edited and pub-
in Indiana. Published weekly at Thorpe Block, Indianapolis. Elgin
ille, proprietors. Single subscriber, one copy per year, strictly in ad-
\$1 00. Club rates: Six copies per year, strictly in advance, \$5.00, or
ra copy free to any one who sends us a club of five. 5-3t

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2-1f

Indianapolis, Ind.

Some one has said, "Beware of the man with one idea." So too beware the man of few books (who reads them all.) This will not hold true of teachers, however, who are men and women of few enough books, unless one of the books is THE TEACHERS' AND STUDENTS' LIBRARY, published by T. Denison, of Chicago. If your funds are low begin by buying that work. costs in one large volume only \$3.00, containing 25 volumes in one.

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh of the Throat, Asthma, and all Throat and Lung Affections; also a positive and radical cure for Nervous Debility and Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. NORRIS, Publishers' Block, Rochester, N. Y.

Our School Aids are extensively used by practical teachers for conducting lessons in good quiet order. Set No. 1 includes 12 largest, elegant, artistic chrome excelsior cards, 50 large, beautiful gold and tinted chrome merit cards, and 150 pretty chrome credit cards, price per set \$1.75; half set \$1. Set No. 2 includes 12 large elegant floral chrome excelsior cards, 50 pretty floral merit cards and 150 credit cards, price per set \$1; half set 50 cents; samples 25c. 680 sets of signs of beautiful chrome and floral school reward cards, No. 1, birds and flowers, small sizes, prices per set: No. 8, animals, birds, etc., 5c; No. 14, hands, baskets, and flowers, 10c; No. 48, lilies, flowers, etc., 10c; No. 34, pinks and roses, 10c; No. 30, medium sizes, girls, boys, and flowers, 15c; No. 13, hand bouquets, 10c; No. 46, roses, forget-me-nots, etc., 20c; No. 17, blooming roses, 15c; No. 54, roses, strawberries, etc., 15c; No. 9, blooming roses on golden card, 20c; No. 44, hands, bouquets, flowers, etc., 30c; No. 62, large sizes, eggs, feathers, flowers, etc., 30c; No. 11, full blooming roses, lilies, etc., 30c; No. 60, ladies' slippers and flowers, 35c; No. 12, variety of flowers in baskets, 30c; No. 50, variety of birds, flowers, branches, etc., 25c; No. 53, spring, summer, fall, and winter, 25c; No. 32, full blooming roses, daisies, etc., 25c; No. 3, pansies, and lilies on gold card, 40c; No. 54, variety of flowers, children, rabbits, etc., 40c; No. 33, large moss roses, flowers, 50c; No. 5, full blooming moss roses on gold card, 50c; No. 37, book marks, variety of birds and flowers, 30c. Large set samples, 15c. All post-paid by mail. Stamps taken. Our stock is fine and complete.

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RICHMOND NORMAL SCHOOL

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THIRD YEAR covers additional work for State or Life License.

Students are graduated from each year's work when it is completed.

Those who do not wish to complete course can select studies for which they are prepared.

Spring Term.—A special course of one term's work has been arranged for teachers who wish to review the *Common Branches*. The most important parts of each subject will be selected in logical order, and thorough work done. Persons attending this course can, if they desire, and are prepared, enter classes in the regular course.

Methods of Instruction and Observation in the Model School important features.

A Summer Term of six weeks will be held for those who can not attend during regular term. Thorough and practical work will be given in all the *common branches* and in *Theory and Practice*, besides such other work as may be desirable.

Also frequent lectures on historical, literary, educational, and scientific subjects, last finely illustrated with apparatus.

No pains will be spared to make this one of the most pleasant and profitable Summer Schools ever offered to the teachers of the State.

Tuition for regular terms \$10; for Summer Term \$6. Boarding, in clubs, from \$2 per week; in families, from \$3.50 to \$4.50. These figures cover all necessary expenses.

Write, for further information, to

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CYRUS W. HODGIN, Principal,
JAMES B. RAGAN, Associate Principal.

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INDIANA SCHOOL JOURNAL.

XXIX. JUNE, 1884. No. 6.

FOR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

VI.

GEORGE WASHINGTON HOSS, LL. D.

LARGE, dingy brick building of four floors, in a campus of unsightly but fragrant locust trees; above, an erratic and weather-beaten clock of sonorous tones, whose strokes indicate any hour from one to one hundred and twenty, the machinery might happen to work, and whose hands sometimes experienced a phenomenal acceleration of movement on occasion days; over all, a crown of five spires, irreverently topped the "spool-rack," flying beyond the tree-tops;—such was Asbury College, as I remember it. The seats in the chapel were aged and marred with time. The steps of the stair-case were heavily worn by ceaseless tread. Over all seemed to hang the shadow of departed years. To the east of the old college grounds was a large open square, which is now known as Middle Campus, and contains the noble edifice of Meharry Hall. Farther to the east, upon a gentle eminence, in the tract now designated as East Campus, stood the large old mansion occupied by John Simpson in the days of his presidency. Southward were the remains of the noted Rosabower, now known as Larrabee Hall. There was little in the appearance of the solitary old college building to indicate the eminence of Asbury among the

higher educational institutions of America. There was something that was remarkable in the surroundings, that they should be enshrined in the hearts and painted upon the memories of men in all the continent and in many lands, who have been Asbury sons. The riches which have come to Asbury in later years have extended her boundaries, have supplied new buildings, embellished and adorned with triumphs of the builder's art, have surrounded her with the sister colleges of a new university. But it is the Asbury of old days about which the historic associations cluster. The college is intimately connected with the history of the Department of Public Instruction. It was the scene of Larrabee's labors; there it was that Fletcher established the earliest professional normal training in Indiana, and there Hoshour labored; and it was at Asbury that Hoss pursued his studies and was graduated.

GEORGE WASHINGTON HOSS was born in Brown county, O., Nov. 6, 1824, and with his parents removed to Marion county, Indiana, at the age of twelve years. He remained at home, with farm duties, and obtaining such preparatory training as rural schools could supply, until he attained his majority, when he entered upon the work of a student at Asbury College. His studies were interrupted during two terms, when he withdrew the time to replenish his pocket-book by teaching, and conducting the school at Centerville, made familiar by the work of Hoss in former years. Subsequently he obtained continuous employment as a teacher in Mrs. Larrabee's female seminary at Greencastle, which work occupied only two hours per day, and admitted of his pursuing his studies at the college at the same time.

Mr. Hoss was graduated with the class of '50, and in the same year entered upon the principalship of the academy at Muncie. Two years later he removed to Indianapolis, where he continued to reside for many years. He was for one year teacher of mathematics in the Indiana Female College, for two years first lieutenant in the Institution for the Education of the Blind, for one year president of the Female College, and for eight years professor of mathematics in Butler University.

In '64 he was elected Superintendent of Public Instruction

o years before, he had succeeded to the editorship of the *Indiana School Journal*, and he continued to conduct it through terms of office and until '71. When he turned it over to J. W. A. Bell, the subscription list had grown to sixteen hundred.

upt. Hoss entered upon the duties of his office in March, '65.

General Assembly, at its recent session, had reenacted the school law in a comprehensive statute, making several important changes. Physiology and the History of the United States were henceforth to be taught in all the common schools. The expenses of the county institutes, to the amount of fifty dollars, were now to be paid from the public treasury. The Superintendent had been for years an active institute worker, and his long and varied experience as teacher qualified him to accomplish much good in this line of work. The new and interesting subjects to be presented and the additional workers now available gave to these sessions an interest hitherto unknown.

There were other new features of the school system. A change was made in the basis of enumeration; children under six years of age were no longer to be enumerated or admitted to the schools. The county commissioners were allowed to determine the amount of time which the examiner might devote to his duties; and as a result, this time was generally much extended. School funds might now be loaned in amounts of one thousand dollars, instead of three hundred as the maximum, to a single individual; and scarcely a county could meet the demand for loans. The collection of fines and forfeitures was rendered more difficult, and the fund might be further augmented from this source. The revision of the law of '53 making it the duty of the State Board of Education to adopt the text-books for use in the State, was repealed, and the matter was left with the trustees. It was provided that a tax be levied for the purpose of replenishing the township libraries; and in '66 the State Board selected a list of books to be purchased, contracted for the supply, and distributed to the townships on the basis of school population. While these changes were made in the school law before the close of Supt. Rugg's term, most of them being the result of his re-

measures, they were put into practice in the superior
 of his successor. Honor is due to both for unwearied
 efforts not until it secure this legislation.

In 1838 Supt. Hoss was elected president of the State Teachers' Association. Two years later he issued a call for the convention of the State to meet and organize a Collegiate Association in conjunction with the other society, at its meeting in New Albany. At a special session of the Legislature a bill was passed providing for the establishment of a Normal School, and became a law on the 26th of December. This was a notable triumph of the friends of education.

The convention of county examiners called by the Superintendent proposed three additional amendments to the school law. They expressed themselves in favor of establishing a State Board of Education, of admitting colored children to the benefits of the schools, and of reviving the provision for levying of a special tuition tax.

One of the history of the State under the new constitution had the General Assembly provided for local taxation of property for the support of the common schools, with a provision for increasing the amount received in the general appropriation of school revenues. Twice had the Supreme Court declared this legislation to be unconstitutional, declaring that the support of public instruction must be general, and not local. It seemed necessary to a general State system of instruction for the education of every child enumerated an equal amount of revenue should be expended, and in accordance with this the only provision for the support of the schools was the equal distribution of the State school revenue among the various counties according to school population. To increase the amount in any city, town or township would necessitate a proportional increase in all parts of the State.

After a careful study of the subject, Supt. Hoss came to the conclusion that an absolutely equal allowance of money for the education of each child was neither desirable nor just, since it would not procure equal advantages for all, and was in effect a lawless discrimination in favor of the cities. When

many children are brought together in a large school, the expense per capita is less than is required for the equal instruction of the same number scattered among a large number of rural schools. The money received from the State apportionment would suffice for the support of city schools during ten months of the year; but the sessions of the township schools were often limited to three months. To double the length of terms of the former would necessitate the doubling of the amount apportioned to all the State; while to double the amount received by the former would be a senseless prodigality of means.

Mr. Hoss ably presented this view of the subject to the Legislature, in his report of '66. Acting upon the suggestions made, the General Assembly of '67 enacted a new law authorizing special tuition taxes; and this has never been repealed or overruled. The other recommendations of the convention were urged in the report by the Superintendent, but not with equal success. In advocating a provision for the education of colored children, the Superintendent did not urge an enforced co-education with white children, but preferred to have the matter of school accommodation left largely to the discretion of trustees. He did not claim that colored children had a right to a share of the school revenue because of the payment of the school tax by colored people, but for as a matter of fact that tax was not paid by them at all. He claimed, and rightly, that colored pupils were manifestly entitled to a *pro rata* share of the revenue from the congressional township fund, since the Congress had distinctly stated that its purpose of this fund was to the "inhabitants"—since its benefits were not limited to citizens.

It may be well in this place to refute the old scandal that our State enforced the payment of the school tax by colored residents, while debarring them from the benefits of such tax. An error occurred in the act of '52, the proviso of Section 1 having been accidentally dropped by the enrolling clerk of the House. The report of Mr. John C. Walker, chairman of the committee on Education, led to an immediate correction of this error at the next session. In every edition of the school law from '55 to '69, the provision providing for the levying of the school tax contained the

original proviso, as follows: *Provided, however,* That the tax aforesaid shall not be levied and collected from negroes and mulattoes

The report of '66 was copious and very carefully prepared. This report, a circular letter from the Department to the trustees, the first published outlines of institute work, two brief reports to the Governor, and two editions of the school law, issued in 1866 and '67, comprise his official publications.

Supt. Hoss was re-elected in '66, and served until October, '68, when he resigned to enter upon the professorship of English Literature in the State University at Bloomington, Pres. Hobbs of Earlham College, succeeding by appointment to the office. To Supt. Hobbs was left the completion of the biennial report of '68. Dr. Hoss remained at Bloomington until '71, when he resigned his chair to accept the presidency of the new State Normal School of Kansas, at Emporia. Two years later, being re-elected to the professorship in our State University, he was induced to return to Indiana, and continued his college work until '80. He had performed a great work in the West, and was there highly esteemed. But to belong to that admired circle at Bloomington, whose work has been recognized in all the educational world, was an honor and a pleasure which he could not make up his mind to forego.

The old college building, the scene of the labor of that eminent faculty, has disappeared, and some of the old professors are gone. But the new buildings preserve the identity of the institution, and the university has taken no steps backward, but many in advance.

Prof. Hoss is still busily employed as an educational worker. Since his retirement from the university he has been editor and proprietor of *The Educationist*, the leading school journal in Kansas, and has resided in Topeka. His life has been an eventful one, for an educator's. As teacher, editor, Superintendent and organizer, he has been prominent in the great work of developing the school systems of two States.

Great souls have will ; others only feeble wishes.

SOME OLD ENGLISH SCHOOLMASTERS.

II.—ALCUIN.

BY JAMES BALDWIN.

THE VENERABLE BEDE, first of English schoolmasters, died the year 735; but the light which he had kindled in that dark night of the world's history continued to shine, feebly enough it may seem, for a century or more thereafter. (And, who can doubt that the subtle influence of its rays still lingers, adding its lustre, ever so little though it be, to the great blaze which shines our own times?) The six hundred pupils who had sat at the feet of the loved master, studying divinity and learning lessons of humanity, became now so many torch-bearers, keeping alive and scattering abroad the sparks of knowledge and the holy zeal which he, with such painstaking care, had fanned into being. One of them, Egbert, who had lately been made bishop, founded a school and a library in York monastery; numbers of eager students from every country of Christendom flocked thither to listen to his teachings and those of his colleague and successor, the gifted Ealbert. For a short time, York was the center of learning in Europe, and the school which Egbert had established there, was the one institution in all the world in which the study of the ancient classics was encouraged and knowledge was sought for its own sake. Yet all the teachers in that school were ecclesiastics; and the pupils, if not also monks or priests, were preparing to become such. The idea of secular education was unknown: to read and to write were accomplishments not common even to kings and nobles; the knowledge of letters was the sole prerogative of the church, and the church made no haste to share it with the laity.

Among the pupils who attended the school at York, was a youth of studious habits and unexampled ambition named Alcuin.

Before he had been born and brought up in the very shadow of the monastery, passing his whole life in the company of priests and monks. In a poem, written later in life, he tells us about his teachers, and the kind of instruction which was given in the school at York. "The learned Ealbert," he writes, "gave drink

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llentown, Pa. 4-tf

Ira T. Eaton, well known to many readers of the Journal as agent for Clark, Maynard & Co., is now general agent for the "Penman, Jr., Road Machine," with headquarters at Indianapolis.

E. J. Heeb, the Penman, and P. H. Trook, the Professor of Bookkeeping and Mathematics, have resigned their positions in Granger Business College and accepted similar positions in Bryant's Business & Stratton College, Indianapolis.

J. S. Gamble, Supt. of Fayette county, was recently married to Miss Angie Reed, of Xenia, Ohio. The "Home Bringing" was an occasion of unusual feasting. His many friends in Fayette county throughout the state joined heartily in congratulations.

BOOK TABLE.

The Fountain, a paper for boys and girls, edited by W. H. Shepley, of York, Pa., at 50 cents a year, comes nearer our idea of a youth magazine than anything else of its class that we have seen.

The Normalite is the name of a school journal just started at Normal, Ind., in connection with the South-Eastern Indiana Normal School located at that place. It is edited and published by W. P. Hart, principal of the school.

The Wonderland of the World, is the title of a 64 page pamphlet issued by the Northern Pacific Railroad. It describes the various places of interest on the line of this wonderful road, and the illustrations are simply beautiful. For information address Oscar Van Dine, bilt, 38 S. Illinois street, Indianapolis.

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The labors of Alcuin were by no means limited to the superintendence of the School of the Palace. A man possessing the far-sighted wisdom of Charlemagne could not fail to understand the advantages to be derived from the general diffusion of knowledge among the people. Hence, he planned a system of public schools throughout his empire. He established in every province and in the great monasteries, schools for the education of all who desired it; and he especially charged the masters of these schools that they should "take care to make no difference between the sons of serfs and of free men, so that they might come and sit on the same benches to study grammar, music, and arithmetic." Alcuin, on account of his executive energy, was made chief rector of this first system of public schools.

Once on a time Charlemagne sat in the school of Clemens, a Hibernian and desired the pupils to show him specimens of their writing and their work in mathematics. The poorer children, the sons of peasants, came forward with alacrity, bringing their written exercises showing the results of long and laborious study; but the young nobles lagged guiltily behind, and were unable to exhibit anything worthy of notice. They had wasted their time in idleness. To emphasize his displeasure, the king gave "object-lesson" to the school, having borrowed suggestions for the lesson from Matthew xxv, 31-46. The subject of the lesson was The Great Judgment. The judge was the emperor himself. The sheep, whom he placed at his right hand, were the poor and worthy pupils who had improved their opportunities.

"My children," said he, "I commend you for your industry. Keep on striving earnestly for greater excellence; and I will give to you rich bishoprics and splendid abbeys; and I will regard you always in high esteem as young men most worthy of favor."

Then, turning with a wrathful countenance towards the young nobles, who, acting the part of the goats, stood trembling on the left of the throne, he cried out in tones of sharpest reproof: "You, you, sons of the nation's chiefs, children so noble and so rich, relying upon your birth and your fortunes,—you have neglected my orders and slighted your opportunities for self-improvement, preferring to give yourselves over to pleasure and to profligacy."

amusements." Then, raising towards heaven his unconquerable arm, he exclaimed in tones of thunder: "Par le roi des cieux, let others admire you; I care naught for your birth or your beauty. And, bear ye in mind, that unless ye hasten, by constant application and study, to make good your short-comings, you shall never receive any favors nor expect any commendation from me."

I have never heard of a schoolmaster being more liberally rewarded for his services than Alcuin. Never did any one receive more substantial tokens of the confidence and esteem of his patron. The emperor presented to him the rich abbeys of Ferrieres, of Saint Loup, of Saint-Josse-sur-Mer, and of Saint Martin of Tours. Twenty thousand serfs attached to his immense estates acknowledged him as their master. Such was the extent of his resources, and so great was his influence with Charlemagne, that the princes of the realm sought his assistance and advice. And yet, he lacked the contentment with which he had been blessed when in the home school at York. His cares pressed heavily upon him, and he found little leisure for the pursuit of his favorite studies. He deemed also, as he grew older, that the church demanded his undivided attention. Finally, he begged the emperor that he would allow him to divide his estates among his pupils and friends, and give him leave to retire to some quiet monastery where he might pass the remainder of his life in peaceful study and contemplation. Charlemagne at first refused to listen to this request; but in 796 he granted the schoolmaster permission to withdraw to his own abbey in Saint Martin of Tours. There, Alcuin founded a cloistral school according to the strictest rules of the monastic order to which he belonged, and there some of the ablest scholars of the ninth century received from him the most important portion of their education.

Although Alcuin had, himself, in his younger days re-copied and revised the works of Terence, and had been styled the Flaccus of the Palace School, yet now, in the abbey of Saint Martin, he forbade the reading of the classic poets, and exhorted his pupils to erase from their minds all memory of what they might have previously learned of those pagan writers. All his

literary zeal was directed to the restoring and correcting of manuscripts—of works relating to the Holy Scriptures, and the writings of the early Fathers. Soon the abbey of Saint Martin came a veritable nursery of copyists, the beauty and correctness of whose work became famous in every corner of Christendom. "Take care," said Alcuin to the scribes around him, "take care that no light nor frivolous words find place among these grave discourses. Beware that your blundering hands commit no error. Search carefully for the purest texts. Let your quills in their rapid flight follow the right course. To copy the works of the saints is a great honor and a labor which will find a great reward."

The zeal for the preservation and multiplication of manuscripts spread. The monasteries vied with each other as to which should produce the most correct and the most beautiful copies. The abbey of Saint Martin of Tours, the abbey of Fontenelle, and the monasteries of Rheims and Corbie, were celebrated for the number and excellence of their manuscripts. The joys of heaven were promised to the good copyist. "In the monastery of Armisham," writes Caesar d' Heisterbach, "there was an English scribe named Richard. He had, with infinite pains, copied many good books, hoping to receive in heaven a recompense for his labor. When at last, he quitted this life, his brethren gave him an honorable burial. But, twenty years afterward, his tomb being opened, his right hand was found as well-preserved and as full of life as if attached to a living body. And, in proof of such miracle, his hand may be seen unto this day in the monastery of Armisham fresh and whole as ever."

In a letter written to Charlemagne not long after his retirement to Saint Martin, Alcuin gives an account of his school and of the emperor's leave to send to York for copies of some of the valuable books found only in the library there. He says: "I apply myself in serving out to some of my pupils in this house of Saint Martin, the honey of the holy writings; I essay to instruct others with the old wine of antique studies; one class I furnish with the fruits of grammatical science; in the eyes of and

I display the order of the stars. But I am constantly in want of most of those excellent books of scholastic erudition, which I had collected around me in my own country, both by the devoted zeal of my master, and by my own labor. I therefore entreat your majesty to permit me to send some of my people into Britain that they may bring these flowers thence into France. In the morning of my life I sowed the seeds of learning in Britain; now, in its eventide, though my blood is less warm within me, I do not cease sowing these seeds in France, and I hope that by the grace of God they will prosper in both countries."

In the year 801 he succeeded in obtaining the emperor's permission to retire absolutely from all active connection with the outside world. His great estates were parcelled out among his friends, and he shut himself up in the abbey of Saint Martin, to devote the rest of his days to meditation and prayer. On the fourth of June—or, according to some, the nineteenth of May—in the year of Christ 804, he died, having nearly completed the allotted period of three score and ten years. Through the influence of Joseph, the bishop of Tours, he was buried in the sepulchre which contained the revered remains of Saint Martin; and an epitaph of his own composing was inscribed upon the stone above: *Famosus in orbe viator*.

Although the more active portion of Alcuin's career as a schoolmaster was spent in France, yet he was pre-eminently an Englishman—the profoundest scholar, the ablest thinker that England had yet produced. In studying the development of educational ideas and methods, and the growth of civilization in England, we can not leave out of thought the powerful influence which Alcuin must have exerted, both in France and in his own country, in favor of the advancement of learning. In the midst of his manifold labors as priest and schoolmaster, he found time for the writing of many books,—theological, philosophical, historical, poetical. All his works were written in the Latin language, and, viewed from a purely literary standpoint, they were exceedingly common place and imperfect. As a poet, he lacked inspiration; as a prose writer, he was incorrect and pedantic; as a logician, he was wanting in skill and method; as a theologian, his judg-

ment fell far short of his zeal. But that which distinguished him above all other scholars of the age was the earnestness which he prosecuted every undertaking, and the invaluable services which he rendered Charlemagne in establishing and maintaining for a brief period the schools of the empire. "Enlightened zeal in the interests of knowledge and culture, Professor Lorimer, "and a skill in the work of education equal to his zeal, made him one of the brightest lights of the period in which he lived, and one of the greatest benefactors of mediæval Europe."

HEALTH OF THE TEACHER; HOW IMPAIRED, PRESERVED.

REV. GEO. L. CURTIS, M. D.

THE history of occupations demonstrates the fact that subjects the persons engaged, to mental and physical ailments peculiar to the given occupation. The painter's colic is known to painters and lead-workers. Diseases springing from yeast poison are only known to bakers. The housemaid's knee only to those who scrub floors and steps while resting on their knee. The hob-nails of liver is never a visitant to people of temperate habits, but to winebibbers and gin drinkers. For centuries clergymen held a sort of quasi patent right to clergymen's throat, but latterly the laity, and especially school teachers, snatched the coveted prize and demand the privilege to share this aristocratic disease, under the malifluous name, laryngitis.

It is very true that some diseases are common to near callings and occupations, and anybody brought under circumstances of inoculation or contagion will be diseased, yet it is equally true that diseases may somewhat be called according to occupation.

The teacher requires a sound body in which to encase a mind and soul, and continuous firm health, in order to successfully and strongly discharge the duties of his occupation. A sound body is as indispensable to good work of the teacher as a sound mind is to good teaching.

quality as a sound mind. An engine with its connecting pipes, shafts, excentrics, pulleys, belts and bolts in perfect order, neatly and accurately adjusted, can certainly run more smoothly, and perform work more satisfactorily than one whose steam pipes misfit, and pulleys rattle, and belts slip, and bolts are loose, and whose excentric cuts off the steam either too early or too late. Just so a teacher, who is well put together, in a neat compact form, and then by strict observance of hygienic laws is kept well together, will run better in the school-room, with less clatter and rattle, than one who by continuous violations of hygienic laws has loosened bolts, and bent nervous—mental steam pipes out of place, and unbalanced the excentric of the soul.

The healthy teacher can much more effectually accomplish the teacher's work, than one who is sickly and sentimental. In the healthy, the thinking is clear, the perceptive powers alert, the powers of endurance great, the forcibleness of instruction consonant with necessities and opportunities. You may point to some feeble, sickly teacher who has performed remarkable feats at the teacher's desk and in the school-room, but while that is true we may show, that had that teacher been possessed of a body of health he might have multiplied his work five, seven, or even tenfold. Besides we might point to the many sickly, feeble teachers who are struggling to do good work, but fail in the attempt, and at last die prematurely.

The day has gone by when the sickly, delicate, sallow teacher or preacher is at a premium.

Teachers require good health to meet the constantly increasing requirements of patrons. Patrons demand more of teachers in 1884 than they did in 1854. Thirty years has wrought a revolution in the demands upon the teacher. Even then, the teacher must have strength to govern well. To-day not only is it required that there shall be government, but there shall be good, first-class teaching, such as can not be done except the mind and soul dwell in a sound body.

This demand of the patrons for increased work is legitimate; it grows out of the spirit of the age. The spirit of the "survival of the fittest" has infected the public mind, and the stronger and most complete teacher lives, and the weaker perishes.

Some of the ways in which the teacher's health is impaired as follows :

1. By inattention to regularity in life, as in eating, sleep and study.

Dyspepsia is somewhat common among teachers. This does not occur except by some direct violation of nature's laws. It is mostly due to improper food, and improper exercise both before and after eating. Hasty eating is often almost compulsory to the teacher at breakfast and dinner. Many teachers hurry from hard mental and physical labor to eat without a moment's rest, and then, after bolting the food, they hurry to correct papers or put work on the board, without a moment of repose. A patient stomach can't always stand such cruel treatment. Relapse is sure to follow. Hours of sleep are also abridged by the thought of more work. There are only a few Napoleons, who can work twenty hours and sleep but four.

2. The teacher is liable to impaired health by inattention to clothing in general, and the protection of wraps on leaving the school-room after a hard and exhausting day's work. Generally there is unsuitable foot protection. Colds, influenzas, and catarrhs are common among teachers. When the body and mind are wearied from long toil, it is most susceptible to cold. Then wraps are much needed, and protection is imperative, or colds and diseases will follow.

3. The teacher is in danger from the school-room nuisances such as want of ventilation, air-dust, odors not always the fragrance of a thousand flowers, and disease germs brought together from various homes.

The air breathed in a school-room becomes polluted, poisoned by the multitude of breaths, old clothes, emanations from diseased children, and oftentimes uncleanly children. This air, when breathed over again depresses all the vital forces of the system. Were you to inhale this as it was ascending a ventilating shaft it would cause nausea. There is but one cure for this dangerous mass of filth, and that is ventilation. Ventilation means the exposure to air. But that exposure must be according to a system as to prevent a greater injury. The cold air ought

to drop down on the heads of teachers and pupils, nor should it be such a low draft as to suddenly chill the feet and extremities. But it should be so gradual as not to produce a shock, or reduce the temperature below the normal standard. But few of our school buildings have a system of ventilation on anything like scientific principles, and some do not pretend to have even the most indifferent system of ventilation.

The teacher is exposed to school-room air-dust, composed of street dust brought in by the children, dust from the wearing out of clothing, floors and benches, and dust from chalk wiped from the board to float in the air as an impalpable powder. These things inhaled by teacher and pupils become caught in throat and lungs, which at first may act as an irritating foreign substance, and then as a cause of disease. Another element of air-dust in school-rooms is the disease germs. The children come out of from 30 to 50 homes into one school-room. Often in some of those homes are persons sick of diseases more or less dependant upon disease germs for propagation. These children bring these disease germs entangled in the meshes of their clothing to be disengaged in the school-room air. Teacher and pupils are liable to inhale these germs, after which disease is propagated. How many schools have been inoculated with measles, whooping-cough, chicken-pox, and other diseases, brought from a home in the clothing of a child.

Another of the school nuisances, the cause of great danger and suffering, consists of unkept privies and water closets, oft-times too near the building, seldom if ever disinfected, allowed to remain filthy, into which teachers, from sensitiveness of nature and the repulsiveness of the place will not enter, but will suffer in pain for hours until they can reach home. Such things have marred many a teacher's health, and undermined the constitution, laying the foundation for diseases causing years of pain, and that sooner or later shorten the period of usefulness.

4. Teachers are subject to diseases of the eye. Near-sightedness is greatly increased. There is often produced paralysis of the most delicate muscles of the eye, in the attempt to flatten, or to increase the convexity of the lense of the eye. Granula-

tion of the lids of the eye, occlusion of the tear-duct, extreme sensitiveness of the eye, together with many other diseased conditions, are the penalty of devotion to the school-room, under adverse circumstances.

The causes for some of these evils are bad light, bad position of the body in doing some of the work of the school room, especially that connected with correcting papers, and the evil habit of study contracted during student life. I am satisfied that the evil begins before the teacher's career is entered upon. The pupil is ambitious. The desks and seats are out of proportion as to distances, and the eye is strained to overcome the error of the carpenter. The pupil studies late at night by a flickering gas jet, or a lamp on one side, by which means that side of the eye is unduly heated, and the lense nearest the heat is changed from its natural size and shape. To match this injury and to correct the defect, the other eye, by its muscles is endeavoring to increase its convexity to correspond with the heated eye. For a long time this effort will seem to be unconsciously done, but soon it will make us sensible of the effort by pain. You can observe this if you will. Place a lamp on a mantle, then seat yourself before the grate full of burning coals, so that the heat falls on the side of one eye. Now read awhile. Soon you will observe the inconvenience in the eye. A fullness is felt. A pain begins, and you must desist from carrying your experiment any further. You can see this same phenomenon when reading by a lamp with a gas jet, when the unobstructed heat falls on the side of the eye and eye. The only safety is in using two properly shaded lamps, one on either side.

I am convinced that a large part of the eye trouble with teachers, and the majority of teachers' ailments—especially among lady teachers, commence while in the age of pupilage, but become aggravated while in the teacher's office.

We paint ourselves in fresco. The soft and fusil plaster the monument hardens under every stroke of the brush. The eternal rock.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

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ELEMENTARY INSTRUCTION—II.

IN the former article some of the processes of elementary knowing and the resulting products were named and described. There are other primary relations that need to be considered.

Because objects occupy space and are separated in space, each is seen to be a whole, or a one, bearing some relation of place to every other one. Two of these objects can not occupy the same place at the same time. Each whole is seen to be divisible into parts, and thus the new relation of *part* to *whole* is revealed. Also these wholes may be grouped in accordance with some principle into larger wholes, which may in turn be viewed as made up of parts. This grouping of parts into wholes is called *synthesis*, and the separating of wholes into parts is called *analysis*,—the two processes employed in learning. Geography is the common school study in which this relation of space filling wholes to their parts is the commanding one. The study of all material objects involves a discerning of this relation of *whole* and *part*.

There are time wholes as well as space wholes. No material thing could exist without space to contain it, and, too, no changes in this thing would be possible without time in which to occur. A knowledge of changes in objects that occur in successive periods of time constitutes a large part of our most useful information. Any period of change, however long or short, may be viewed as a whole composed of parts or as a part of a larger whole. The common school studies in which this relation of time whole to its parts is the prominent one are History, Biography, and the like. All narration recounts the different relations of part to whole in time wholes: all description states the various relations of part to whole in space wholes.

There is another relation early discovered known as *substance*

and *attribute*. The ability to discern this relation enables one to know the qualities and actions of things.

The several relations which form the subject-matter of elementary knowledge are those of (1) *diversity*, by which we come to a knowledge of particular things; (2) *agreement*, by which we know generals, and group things into classes; (3) *whole and part*, which makes possible the two processes of synthesis and analysis; and (4) *substance and attribute*, which relation makes it possible for us to know the qualities and actions of things. To know things in these relations is to have an elementary knowledge of them.

A secondary or scientific knowledge of things is a knowledge of another class of relations which it is difficult, if not impossible, for the mind of a child to grasp. They may be all classed together and named *logical dependence*. They are known as *cause and effect*, *means and end*, *reason and conclusion*, *design*, and the like. These relations form the basis for a new and different classification of our ideas. Under this relation of *logical dependence* our ideas are rearranged into systems, which are grouped under some comprehensive principle in obedience to the law of logical subordination. But it is not our design at present to discuss secondary instruction, and it is referred to only for the purpose of giving clearness to our thought of elementary instruction.

The importance of this subject to the teacher arises from the fact that he is called upon to direct the training of the growing mind. The mind grows by the successive birth and maturing of its faculties. There is not so much difference in the time of birth as in the time of their maturity. "The instruction must be adapted to the stage of development." This is a trite saying and means but little to the teacher who does not know the different kinds of acquisitions that constitute our knowledge, and at what time each kind can be most easily and economically acquired. These two papers have been written with a desire to help those who do not know but who wish to know what is the nature of that knowledge which children first acquire, in order that the teacher may be better able to intelligently put knowledge in the child's place and thus come upon his plane of thinking.

TEACHERS' READING CIRCLE.

A committee have had under consideration for some weeks a plan of organization and a course of study for a Teachers' Reading Circle. This plan will provide for a Board of Directors for the State and for county and township organizations that shall be under the general management of this board. A course of study is being arranged which shall have for its purpose the advancement of those who pursue it in the knowledge of the Science and Art of Teaching and in general culture.

Three lines of professional study are contemplated,—viz., (1) The Science of Mind ; (2) Methods of Instruction and School Management ; (3) The History of Education.

The general culture studies will introduce the student to the three departments of Science, Literature, and History. From three to four years will be required for the completion of the course contemplated by the committee, but it is probable that only the work of the first year will be published at first. A year's experience will undoubtedly greatly aid in determining what the limits of the second year's work should be.

Upon the completion of the course, and the passing of satisfactory examinations at the different stages of progress in it, a diploma of merit will be awarded by the Board of Directors.

This is an epitome of the plan to be submitted to the teachers of the State in a circular soon to be issued. The committee believe that immense possibilities of good to the teachers and schools of the State are involved in the scheme. Whether these shall be realized and to what degree, will depend upon the teachers themselves. If only ten in every county will earnestly and persistently pursue this line of study it will be a great success.

The educational organization in Indiana is so perfect that there will be little need of any additional machinery to bring the individual teacher into immediate relation with the central board of control. But organization can accomplish no results alone. There must be something to organize. The teachers must feel the need of such study and desire to pursue it. Then organization can produce great results.

TRANSITIONS.

A science of education needs to deal prominently with the transition periods in the growth of a mind, and in the method and matter of the instruction given. It is our purpose to discuss briefly one of these periods.

The one that we shall notice is that from the study of things to the study of books. Rousseau would allow the child to be entirely ignorant of books until he is twelve years of age. From twelve to fifteen he should know no other book than Robinson Crusoe. During this entire period he should be employed in the study of things and in learning to give expression to his thoughts.

The modern idea is that the child should begin to acquire knowledge from books when he is ten years of age, and that he is to be prepared for this difficult task by being taught to read, before he attains that age. The reading lesson is to prepare him for the transition from the study of the concrete by the study of the object or picture, to the study of the concrete by the study of the word. It is the transition from the natural representation of the idea, (the object), to the arbitrary and symbolic representation of it, (the word). The child is to be led in this period to construct by his imagination the image of the object which the word symbolizes. And he is to learn to do this with no aid or suggestion than the word. It must become a habit for the child to construct the image of the thing in his mind when he sees or hears the word. This is a habit that is formed with great difficulty, and unless great care is taken only the word will be acquired and retained. The memory of the child is so powerful at this early age that it will seize and retain words without attaching any meaning to them whatever. What the teacher should be certain of is that each word suggests to the mind of the child some image. It is not so important that the image be true to reality as that there be an image—the truer the better. The fourth and fifth years of school life are the most important ones from this point of view. It is during this period that the child forms his habit of using books. If the habit is that pernicious one of atten-

solely to the word, then the learning will be to him simply an exercise of the memory of words, and he will hate books and school. A book will be the most disagreeable of companions, until this habit shall be broken by the substitution of another in later years. Much valuable time is lost to many pupils by being allowed to establish the habit of learning or reading words that are attended by no meaning.

This transition period safely passed, text-book instruction is comparatively easy and interesting.

There is another reason why this transition is one of the most difficult to make in the process of education. But its consideration will be deferred until another time.

DEFECTS IN LANGUAGE INSTRUCTION.

A liberal mastery of one's native language involves two things: first, power to use it effectively as the instrument of self-expression; second, an understanding through it of the universal forms of verbal communication. Such a mastery of English is a life-work. No mere course of instruction, however excellent, ending with the school period, can be expected to confer this large command of language. This can come only with a life's endeavor. It is a great growth in the individual, and will not more than keep pace with the general unfolding and development of his powers in all directions. We are apt to judge the language work of the public schools by standards which we ourselves have acquired after many years' observation, study and practice have added to the language power given by the school. It is quite possible that more is demanded than the school, in the nature of the case, can give. A course of elementary instruction ending in the majority of instances before the pupil is mature enough to study reflectively, can reasonably be held to do little more than give a knowledge of elements and arouse the language sense or spirit.

Yet, after the most liberal allowance for these facts, it can hardly be claimed that the language instruction of the public

schools results in either a reasonable knowledge of the elements of English, or what is termed above the language spirit, that is, a disposition and a desire to acquire power in the art of expression, and a taste for the literary products which the language holds. It must be admitted that the schools fail in too large a degree to accomplish these results. There is no disguising the fact that the pupils of the public schools come forth comparatively undisciplined in the use of English. They mispronounce and misspell many of the familiar words seen and heard almost every day. Many of the simple sentence constructions are frequently violated—incorrect person, number, and tense forms of the verb, errors in the case forms of the pronoun, and the like. They are unable to construct the simple forms of discourse correctly, are incapable of reading intelligently current literature, and are possessed of little discrimination and taste in the choice of books. In a word, the school fails to confer the degree of language power it ought to be made to give.

That these things are due to defects in our instruction in English, at least in considerable degree, is generally admitted by those who have given the subject serious attention. These leading defects may be summarized as follows:

First, In the study of Grammar not sufficient attention is given to those parts of the subject which underlie correct forms. Grammatical errors consist largely in the use of incorrect case forms of pronouns; number, tense, and mood forms of verbs, especially irregular verbs; and in the misuse of adjective and adverbial elements. These and like divisions of Grammar should receive a more thorough study, and the parts bearing little direct relation to correct sentence construction, however useful in a disciplinary view, receive less thorough drills.

Second, Books are studied instead of subjects. The book only treats of the subject, and is useful as means only. It is a convenience or even a necessity, but it supposes an intelligent teacher between it and the pupil. Too little effort is directed toward making language forms the expression of the pupil's own living thought about real things. The sentence as it appears to the eye on the page is lifeless if the pupil is not led to see what he himself would mean by it if used by him.

Third, The attempt to study Grammar as a science at an age when only facts of imagination and simple understanding can be grasped. Scientific study of the sentence is impossible below the high school or the last year in the grades.

Fourth, Too much time is given to the study of sentences that express only fragmentary or isolated thoughts. The elements of language are meaningless and uninteresting. The remedy for this is to substitute for the unconnected exercises of the grammar extracts from our literature that are complete in themselves. Make this whole in thought the subject of study, and the individual sentences that are built together in orderly arrangement to express this. This is the use which the pupil is to make of the sentence when he leaves the school.

Fifth, Too much of the language work is analytic, not enough is constructive. The immature mind is averse to this process. It is interested in construction. Greater advantage should be taken of this tendency, by having in the school daily exercises in the building of simple discourse. All the simple matter-of-fact and imaginative forms of discourse can be taught below the high school and even in the early years of the child's school life, if only they are made simple exercises in doing, and not scientific discussions of processes and principles.

W. W. PARSONS.

WHAT WAS IT?—There is a wide-spread suspicion that the peculiar cloud which covered New Jersey, this city, and Long Island late on Friday afternoon last was not wholly due to forest fires in Pennsylvania. Doubtless there was smoke mixed with the cloud, for the smell was unmistakable, but the greater part of the cloud was not smoke; neither was it fog, for there was no dampness. It might be described as a dry, yellow fog, smelling of smoke and sulphur. Burning woods do not produce this sort of phenomenon. Was it the same substance which in the upper atmosphere produced the strange yellow sunset skies that followed the eruption of Krakatoa; and did we breathe in the volcanic dust of Java? Or was the strange cloud due to the machinations of the superior planets, which, according to Vennor, are now afflicting us with whirlwinds, earthquakes, and pestilences?—*N. Y. Times.*

PRIMARY DEPARTMENT.

[This Department is conducted by **LEWIS H. JONES**, Prin. Indianapolis Training School.]

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THE KINDERGARTEN—ITS RELATION TO PUBLIC EDUCATION.

THE DEVELOPMENT OF THE PHYSICAL, MORAL, SPIRITUAL, AND MENTAL.

MRS. E. A. COOPER BLAKER,
Principal of the Indianapolis Kindergarten Training School.

THE deeds and names of valiant men awaken within enthusiasm, patriotism and reverence. A long list of the may be given, the owners of which suffered and died the causes they espoused. Each nation points with pride to the names of those persons who have occupied prominent places in her industries, arts, sciences, or arms. Germany can lay claim to one of the most learned men and greatest of discoverers—her pupil and admirer of the illustrious Pestalozzi—the brightest light of the nineteenth century, Frederick Froebel.

What is the wonderful work that he has accomplished? It is a revolution in the system of education; a full and harmonious development of the human faculties; a training that brings out the natural abilities, and fits the being for that place in life where he will be happy, free and independent. It is an overthrow of old methods—the recognition of Nature as the great teacher; her laws in government, of materials for instructions in her open books, and broad, free work-rooms, and of the fact that “The infant is a being endowed with a high destiny.”

Frederick Froebel threw light upon Schiller's words, “Deeds meaning often lies in childish play.” Plato understood play and advocated its use as a means of education. The founder of the new system made the needs of childhood understood, unbarricaded the doors of instruction, brought the child out into a new world of thought and action, and taught it to use its hands in pursuit of knowledge. In play he discovered the true elements of education—self activity, or child work. He carefully studied the young being, in its moral, intellectual, spiritual, and animal nature. F

saw that whatever amused the little one was of importance in its growth. Nature was his guide. From her he learned that young plants grow healthy, strong and beautiful in good soil and pure air; but the gardener who understands their nature is required to keep them flourishing.

Play is Nature's own method for the development of the child. It is innate for the young of all animals to take pleasure in motion. Screaming, laughing, crying, breathing, all tend to strengthen the child's respiratory organs. Thus we see that motion—motion in all directions—is required for a healthy development.

From these facts plays became the foundation stones upon which Froebel's house of knowledge, the Kindergarten, was erected. This "Paradise of Childhood" is a place in which children find associates of the same age; have pretty toys, games, and songs; kind friends who direct them how to play and what to use in certain games to make it interesting; a place in which the child's powers are symmetrically developed; where mind and body keep pace and good morals and loving thoughts are cultivated; a large, sunny, well-ventilated room adorned with flowers, pictures, birds, shells, little tables, chairs and cabinets containing specimens of the children's work. Lastly, but most important, it includes properly the garden for out-door exercises and observations. Each child has a portion of ground allotted to it. The young gardener suits his fancy concerning the kind of vegetation that shall come forth from the plot under his care. A great variety of tastes is shown in the result. Looking over these miniature grounds, we see little fields of corn, oats, barley, and wheat, beds of herbs, plats of flowers, sprouting trees, and arbors of running vines. Such work cultivates the affections by giving the little ones an opportunity to present to their friends fruits, flowers, vines, or specimens of grain that they have raised. Not only this lesson of love for earthly friends, but a lesson of love for our Heavenly Father is taught. The children see that of themselves they can do nothing. The Kindergarten talks with them about the great Husbandman, who cares not only for the trees and flowers, but also for the little children. These actions make lasting impressions upon the young minds. In

this manner Froebel would have them learn wisdom of God, Creator.

The Kindergarten is the most beautiful play room in existence. From the moment the child enters into this tiny world, an atmosphere of loving thoughtfulness surrounds him. No rough winds or storm-clouds ever blow across this spot. A slight shadow occasionally rest upon one of the young human plants, but a gentle zephyr of kindness wafts it beyond the horizon. In faces that bore traces of sorrow are soon brightened. All are happy, free and industrious. The Kindergarten has every encouraging look for this one, a sweet smile for that one, a strengthening word for another. Little difficulties are easily surmounted.

Froebel has made the fundamental forms of geometry the basis of childhood. This science is the basis of all others. It contains the original models of the universe. Every branch of industry and art is built upon them. What a wonderful system—teaching little children through play, the contours of the primary forms of nature. Great will be the benefit to humanity when Kindergarten education becomes universal.

Few in comparison to the mass of mechanics understand the meaning of the tools used in the different departments of the trade. Their work is too often stupidly done. To make intelligent workmen—men who combine knowing and doing with creative ability—is one of the aims of the "New Education."

Let us notice briefly how this combination of thinking and acting has a singular charm for the little folks. What do little children do in the Kindergarten with these fundamental models for toys? They build miniature houses, bridges, clock organs; lay pavements; make mosaic work, and beautiful architectural designs; form the geometrical figures; draw decorative outlines upon slates; mould birds, fishes, eggs, nests, fruits, animals from clay; weave and sew beautiful patterns of mathematical, symmetrical and useful forms; build skeletons, lines of objects; cut, fold and arrange papers into the most beautiful shapes of use and beauty.

The tiny hands, eyes and minds are the only tools needed. The judicious teacher is the master mechanic, artist, and s

tist of this little colony of industrious workers. Every child can find employment suited to his peculiar ability. This fact is verified by the different objects made when time is allotted for invention. The future painter shows his skill in the use and mixture of colors; the carpenter constructs a house; the engineer, a bridge; the mathematician, geometrical forms; the sculptor, a fish, bird, or face; the potter, a mug, bowl or dish. The little girl displays great taste in needle-work, weaving, perforating, and clay-modeling. Almost everything made by the children is intended for dear mamma, papa, grand-mamma, or playmate. The seeds of generosity and thoughtfulness are thus planted. The young being grows up free from the evil selfishness or "greed of gain." Its capacities are unerringly developed, and thus it is really fitted to occupy that place in life, for which it is by nature adapted.

The childish creations are truly wonderful. For example, we call to mind the familiar story of a child's first use of "The Rings" and his rapid formation of "The Rose Window." Little Wilfred, in a few minutes, lays the beautiful design, "for which his papa had sought so long and wearily."

By the use of these wires or rings and the sticks every step in drawing is made perfectly clear. The child very quickly learns to put its ideas into outward forms.

Physical culture, both free-hand and with balls, accompanied by sprightly, simple and innocent songs, forms an important part of the daily exercises. The little bodies grow strong, healthy and supple. Every muscle is brought into action. The earthy house becomes strengthened, and is preparing to receive its store of knowledge. To the child all these means of growth are plays in diversified forms.

Through amusement the senses receive special training. There is a song and game for the development of each.

Now we come to the lunch, with its tiny baskets, dainty napkins and substantial eatables. Could any one have pleased the little people more than dear old Froebel? His great mind ferreted out all their wants and pleasures. An intellect like his was needed to teach the race the wisdom of infantile simplicity. Seat-

ed around the table is a miniature dinner party,—unpretentious, social, polite, cleanly and unselfish. The happy faces and lively conversation show that they are having a good time. Every one is in the best of humor, and all is enjoyment at this morning feast.

Just here it would be well to speak of the story that finds place in every branch of work in the Kindergarten. Not the teacher alone, but each child, learns to add his or her share of knowledge to this mental fund. The tale of a kitten, dog, horse, doll, or something seen along the street is told, in simple and earnest language. Little ears eagerly listen and minds ponder the facts set forth. It is a meeting of embryo writers, speakers, philosophers, and statesmen.

The imagination receives great attention. It is developed by many methods, one of which is to have the children—in place of flying away over the fields, as pigeons would do, and returning to the class what they have seen. Should any ridiculous statement be made, the teacher kindly suggests a substitute. The game continues until each one has been a bird and had a refreshing flight over the green hills and meadows.

The most important powers to be developed are the physical, moral and spiritual. Froebel gives these his sole attention in the early years of a child's life. If they are properly cared for, the body building is strengthened, and the intellectual tenant gradually claims attention. This system of education prepares the mind and heart for religious teaching. The words and gestures of the sacred songs make a deep impression upon the young mind. The child is taught to thank God for all the benefits of life. Abstract teachings and church dogmas are beyond the comprehension of the little ones. They must love God in nature, and God in man, before they can love God the Invisible: "For nothing of which the child can form no conception confuses the mind and hinders development."

The Kindergarten looks after the morals by cultivating the senses, so that humanity may have true, high and noble expression. The children are taught to be helpful, kind, loving, agreeable and obedient. These characteristics will prove a great benefit

ing after the little ones of this generation have grown to manhood and womanhood. Deceitfulness will be uprooted and society renovated.

We do not assert that the perfection of this system will cause all tendency for evil to disappear from the earth, but we do claim that the greater part of it will be turned into means for good.

After a cursory examination of some of the prominent features of the Froebelian system, we see that the aim is to have children well balanced in mind; to bring out the natural ability; to check any tendencies to bad habits; to prevent strain upon the intellect; to develop the reasoning and moral faculties; to make strong bodies; to teach by objects; to cultivate the inventive powers; to give command of languages; to awaken the imagination, and finally to "inculcate a love of nature, of one's fellow-men, and of God."

Such characteristics will make the child a healthy and intelligent being, eager and quick to notice surrounding objects, fully and gradually awakened from his dream-life, and prepared to slowly grasp the abstract teachings of instruction.

The Kindergarten is the bridge that connects infancy with the primary school. It is not intended to take the place of that institution, but to prepare the young for it. It is but the basis of an advanced education. Froebel's method not only applies to the training of the infant, but of the youth and the man.

The Public School system has attained a high degree of mental culture, of which we should and do feel justly proud. Its teachers deserve great commendation for the advancement of the cause in which they labor so faithfully and earnestly, yet in the haste for intellectual growth, education, which has for its aim physical and moral development, or the formation of character, has been much neglected.

It is true that the laws of the Public Schools say that calisthenics shall form a part of the daily work; but where is that teacher who can find the time to strictly and truly carry out these exercises, in a manner that would prove beneficial to health? We know that time should be taken for this most indispensable of all developments. The teacher is blameless for not giving it more

attention. Her professional ability, her chance for promotion, her increase of salary are dependent upon the amount of intellectual brilliancy the pupils display at the semi-annual examinations. The long list of prescribed studies through which she is to hasten her scholars forbids the thought of anything except mental growth. Deliberation is not in order. Hurry, pressure, and fatigue resulting in unsymmetrical organization, wholly unfit the children for the duties of life. Abstract teaching—knowledge without doing—is characteristic of this system. Knowledge should begin with concrete things. Children are desirous of learning, but they must taste, handle, smell, see, examine, converse, ask a question, before their little minds can understand. A gradual growth is necessary. A stupid child can and will learn, if started from one thing to another. Every step should be practically understood. Originality of thought must be awakened, so that the future men and women may go through life with strong minds and bodies, capable of forming correct opinions. It requires considerable strength of intellect for the deliberation of abstract thinking. To rush children through a certain amount of memorizing makes, for a little season, showy results, but in the end failure and loss of health, which is mental as well as bodily.

The school could not assume the whole duty of spiritual and moral training, but it should assume a great part of it. The family must perform its share to complete and establish this valuable work.

In the Kindergarten we do not say how much shall and can be accomplished in six months or a year. The child is carefully nurtured, so that growth shall be slow but sure. The Froebelian system not only fits the little ones for lives of usefulness, but gives them a longer time in which to acquire, and a better foundation for knowledge.

Many of the children of the poor are obliged to leave school at the age of ten or eleven years. If they have attended a Kindergarten for three years, previous to entering the Public School, see how much is gained both in months, days, and development. They are fitted to grasp the meaning and use of the different departments of the industries, and the result will be that the mind will guide the fingers and not the fingers the mind.

How unhappy the child who is early sent to school! A few of the many trials of his every-day life are: enforced silence under fear of punishment; the reprimand for play; confinement in one position; aching back and eyes; sad and old face; dry and unintelligible lessons; dislike for learning, and uncultivated morals and body. Compare these with the happy and pleasant days of life in the Kindergarten. We leave the results of such a comparison to your individual judgments.

The strongest friend and advocate of the Kindergarten is the child. He loves it. Absence from it causes him sorrow. Its songs, toys, and orderly plays are a source of delight to him. In his joy, he knows not that he is gaining the great lessons of his life. This system creates in children a desire to know, an eagerness to learn. It paves the way to study, and teaches the "dignity of labor." Here at, least, Thoreau's word does not apply: "Trade curses everything it touches."

It is in the primary school that Froebel's method proves its great merit. The Kindergarten children far surpass those who, at the age of six years, entered without this preparation into the elementary departments.

The greatest objection to Froebel's method is "play." It is said to make the pupils unruly and disobedient. The reverse has been found to be true. The children submit readily to discipline. The exceptional cases are from the fault of the individual teacher, not the system.

The Board of Education of St. Louis has made it the basis of and engrafted its principles upon the Public Schools of that city. The late Superintendent, Dr. Wm. T. Harris, gives us as the result: "Good physical development; quickness of invention; fertility of imagination; a keen sense of symmetry and harmony; great mechanical skill in the use of the hands, ability to form rapid judgments in number, measure and size, at a glance of the eye; initiation into the conventionalities of polite society in their demeanor toward their fellows and in matters of eating, drinking, and personal cleanliness."

The Kindergarten, if judiciously used, lays the foundation for that culture, which will give succeeding generations new and

better men, sound in mind and body, and fewer prisons, reformatories, and alms-houses. The government will be supported by men who will have the good of their fellow-men and country at heart. There will be greater knowledge and appreciation of the arts, trades and sciences, and society will rest on a firmer basis.

May God hasten the time when the principles of the Kindergarten shall be the basis of Public Education; and of Freedom shall be said,

"That name shall shine resplendent as a star
Coursing its paths along the dome of time,
Shedding its welcome light in years afar!
A household word in many a varied clime."

OFFICIAL DEPARTMENT.

TAXES OF PERSONS TRANSFERRED FOR SCHOOL PURPOSES.—[See Book G, page 479.] It is asked, "When are the school taxes of persons transferred from an adjoining county due, and when is the penalty for failure to pay the same, *i. e.*, exclusion from school privileges, attach?"

I answer as follows: School trustees of townships, towns and cities, are empowered by §4467 R. S., to levy a special school tax, and the civil trustees by §4469, §4471, and §4490, to levy certain taxes for school purposes, but none of these sections prescribe the time when the levies must be made.

These and other sections, however, direct that in each case the taxes in question shall be assessed and collected as are the taxes for state and county revenue. Now the assessment of state and county taxes is made and entered by the auditor on the tax duplicates at the next session of the board of county commissioners. All local school taxes should therefore be levied and assessed at the same time, and this is the custom. §4474 provides that each person who is transferred for educational purposes to a school corporation in an adjoining county, shall annually pay his school taxes to the trustee of the corporation to which he is transferred, and in default of such payment shall be debarred from school privileges therein.

All transfers are made when the enumeration is taken in March and April, and operate for the ensuing school year, beginning September 1st. The schools for such year begin not earlier than September

As the transfers are made not later than April, and the taxes are levied and assessed in June, abundant time is allowed for their payment before the school begins. The law contemplates that the transferred persons shall act in this matter themselves, and does not require trustees to demand payment of taxes. But as patrons can not generally be informed of the details of the statutes, I recommend trustees to pursue the following plan:

1. To secure, when the enumeration is taken, the post office address of each person transferred to his township, town, or city, from an adjoining county.

2. On the first of July to send a written notice to all such persons, stating what taxes have been levied in the corporation for school purposes, and what property is liable thereto, and that such taxes must be paid to them (the trustees) by September 1st, and that no children of such persons will be admitted to the school till all such taxes are paid.

3. On September 1st, to send a reminder to all such persons as have not yet paid, and when the schools begin, to exclude the children unless the taxes are paid.

RECOVERY OF UNPAID TAXES OF TRANSFERRED PERSONS.—[G, p. 482.] The trustees of a corporation to which a person has been transferred for school purposes from an adjoining county, may recover from such person, in a suit before a court of competent jurisdiction, all taxes due and not paid by such person to the school corporation to which he is transferred. Sec. 4474 R. S.

The above are selected from my recent decisions

JOHN W. HOLCOMBE,
Sup't Public Instruction.

I think the above conclusions of the Superintendent are correct.

FRANCIS T. HORD,
Attorney General.

NORMAL INSTITUTES.

The tri-state normal of Angola will open June 17th—C. E. Kircher to have charge.

H. C. Fellow is conducting a normal at Elwood. The class is not large, but of good quality.

W. P. Shannon, Supt. of the Greensburg schools, will conduct a summer school of science, beginning June —th.

T. J. Sanders, Supt. of the Butler schools, will open a summer normal in Butler, beginning July 28th—four weeks.

A. H. Morris, Supt. of Hamilton county, will open a 5-week normal July 7th, at Noblesville. The county institute will begin Aug. 11th.

EDITORIAL.

An agent is wanted to raise a club for the Journal in every ship in the State. Send for terms.

Persons sending money for this Journal can send amounts than \$1 in *two* and *one* cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

The Journal has been favored with a large number of programs and notices of high school commencements, and regrets the lack of space to mention each with some detail. The increasing number of graduates speaks well for the schools.

The Kindergarten Institute to be held at La Porte under the direction of Prof. and Mrs. Hailman, promises a large attendance. Another of the many attractions offered is the presence of Prof. D. Batcheller of Boston, who will instruct in the Tonic Sol-Fa system, of which he is a most earnest and efficient advocate.

INDIANA, which is the twenty-seventh State in size, stands seventh in its number of miles of railway, having 5,198 miles. The States that exceed Indiana, in order of precedence, are: Illinois, New York, Ohio, Pennsylvania, Iowa, Texas. Rhode Island brings up the rear with 212 miles. The total mileage in the United States is 120,000 miles, enough to girdle the earth five times.

NORTHERN INDIANA TEACHERS' ASSOCIATION.—This meeting will be held at Island Park, commencing July 1st, and continuing ten days. It presents great attractions, prominent among which are addresses by Pres. Moss, of our own State University, and by Pres. Angell, of Michigan University. Aside from the inducements offered by the executive committee upon the programme, the natural attractions of Island Park and surroundings will well repay one for a visit. For full programme see last month's Journal.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The National Association was organized in Philadelphia in 1864 and has grown to be a great power in the educational world. The leading educators of the United States attend it and take part in its exercises. To see and hear these men and women, who stand at the head of the profession in which teachers are engaged, will require a long journey.

The meeting this year will be held at Madison, Wis., a delightful place, and there is little doubt that it will be the largest ever held. The president has assurances that not less than *three thousand* will be there.

The hotel rates will be from \$1 to \$2 50 per day. The uniform price at private houses is \$1 a day. Persons expecting to attend can secure places in advance by writing to J. H. Carpenter, Madison, Wis., and telling him what they want.

Railroads.—The fare from Chicago to Madison and return is \$5.55. Nearly all the roads in this State that lead to Chicago will sell round trip tickets to that point for *a fare and a third*. They will in most instances sell a round trip ticket for the entire distance. The Pan-Handle on all its lines will sell a round trip to Chicago for a single fare. Tickets are good going from July 4th to July 18th, and good returning to August 31st. Call on your county superintendent for further particulars.

THE STATE SUPERINTENDENCY.

Before the next issue of the Journal the Republican State Convention will have been held and the nominations will have been made. The Democrats hold their convention soon after. The Journal is only interested in the State Superintendency. It is deeply interested in this, because it affects materially the educational interests of the State. The Journal has always taken the ground that each party should nominate its best man, so that the success of either party would not jeopardize our educational standing. The Journal has uniformly, for years, insisted that only such men should be nominated for this high office as were acknowledged educational leaders, and who were able to represent the State at home and abroad with ability and credit.

The Superintendent's *chief* duties are not the office work, most of which is done by a clerk, but to lead and raise the educational standard, to direct and control educational legislation, to represent the State in national educational meetings, to preside over the deliberations of the State Board of Education, in short to *lead* in the educational work of the State.

Having fixed this high standard the Journal has urged teachers to use their influence with their delegates to secure the nomination of the best available candidate. This is its present position, and it now urges teachers to take an active interest in this matter which so greatly affects their work.

That teachers may know the candidates from whom to choose and for whom to work, the following are named:

The Democrats will, without doubt, renominate the present incum-

bent, Mr. Holcombe. He has made a careful, faithful and efficient officer, and will be nominated without opposition, as he deserves to be.

The following are candidates on the Republican side :

Eli F. Brown, of Indianapolis, who has been teacher in Pu... University, in the Indianapolis high school, and in the State Normal School, who is author of a new Physiology, just published, and is now editor of the *Educational Weekly*, and is known in many parts of the State as an able institute worker.

John T. Smith, of New Albany, who is well known in the southern part of the State, who was for many years principal of one of the schools in New Albany, who was the chief clerk of Supt. Bloss, who has had many years of successful teaching.

Chas. F. Coffin, who four years ago graduated from Asbury University ; who the year he graduated took the prize in the State Oratorical Contest, and who a few weeks thereafter came out victor in the Inter-State Oratorical Contest, and who has been for the last two years the successful Supt. of the New Albany schools.

John M. Bloss, who preceded Mr. Holcombe in the office, who has many warm friends among both teachers and politicians, has been importuned to make another race, but declines. Some of Mr. Bloss's friends urge that, although he is not a candidate, he would not decline the nomination if tendered him ; so his name may be presented at the convention.

Other persons have been urged by their friends, but so far as the Journal can learn no other names of candidates will be before the convention.

LATER.—The Republicans of Clay county will present the name of J. C. Gregg to the convention. Mr. Gregg was for some years principal of the Tipton schools, but has for several years past been in charge of the Brazil schools. The Journal's information is that his school work has always been successful.

OFFICIAL LETTER TO TRUSTEES.

Just before the May meetings of the County Boards of Education Supt. Holcombe sent to each trustee a circular letter in which he made several valuable suggestions. The "letter" was timely and certain to result in good. The following are the principal subjects discussed :

LENGTH OF TERM.—In many counties the school work in the country suffers injury from the shortness of the term, in nearly all of them it is hindered by the inequality of terms in the different counties. In 1883, the average terms of counties varied from 93 to

days, the general average for the State being 134 days. In a certain county the term in one township was 135, in another 88 days; and other counties might be mentioned in which the difference was as great. This destroys county uniformity, hinders the carrying out of a course of study, and prevents successful classification. It is also grossly unfair that some children should have fewer school privileges than others.

Following this the trustees are urged to increase the length of the school term until it is at least seven months, and to approximate more nearly to uniformity.

The letter insists that good teachers be continued in the same schools as long as possible, to discourage the substitution of cheap teachers for spring terms. It says: "Do not leave the selection of teachers to school meetings; it is illegal. Consult your county superintendent."

Trustees are urged to assist the county superintendent in grading the schools, and in enforcing the course of study.

They are also urged to join with the teachers and superintendent in bringing about a larger attendance upon the schools. A combined effort would bring into the schools thousands of neglected children, and they would thus be benefited without any additional cost to the State.

"A book does not have to be re-adopted at the end of six years from the date of its adoption, but when once adopted remains a legal text-book any number of years, until a different book is substituted for it."

"In many localities there are too many school houses. Reduce the number as soon as possible, and save money. Provide suitable apparatus."

"A due regard for decency, and for the health and morals of the children, demands that every school should have well constructed out-houses, placed apart from each other for the different sexes."

Teachers have a vital interest in all these questions.

NORTHERN INDIANA NORMAL SCHOOL.—This school, located at Valparaiso, still continues in a highly prosperous condition. Its attendance is easily double that of any other school of its class in the United States, and this continued patronage can only be accounted for on the ground that there is real merit in the instruction given. In addition to the Teachers' Department, the Academic, Musical, and Commercial Departments are large and well organized. The Business Department is the largest and most completely equipped for practical work in the State. H. B. Brown, the Principal, is an excellent teacher, a thorough organizer, and a christian gentleman.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR APRIL.

THEORY OF TEACHING.—1. What are the three distinct functions of which the mind is capable?

2. What are the different kinds of intellectual activity that a young child employs most?

3. Why should the teacher make use of objects in leading a young pupil to acquire knowledge?

4. Why are pictures not so good as objects for this purpose?

5. If objects can not be procured, what use can be made of the imagination of the child to supply objects to take their place?

READING.—1. Do punctuation points indicate pauses of thought or do they merely indicate the sense, leaving the pause to be determined by the character of natural expression?

2. What evil results from an incorrect theory on this point?

3. What are the two chief characteristics of good oral reading?

4. What is to guide us in giving expression to our reading?

5. What are rhetorical pauses?

6. Read a selection.

ORTHOGRAPHY.—1. What is the distinction between a letter and an elementary sound?

2. What is meant by cognate sounds? Give examples.

3. Give the diacritical marking of the following words: *Tea*, *sicken*, *mould*, *hight*, and *chaos*.

4. Give two rules for the doubling of consonants.

5. Spell the following words correctly, marking accented syllables and making a proper use of capitals:

- | | |
|------------|-----------------|
| 1. forin | 6. mantua maker |
| 2. hoeboy | 7. italien |
| 3. bisness | 8. american |
| 4. nuter | 9. beleave |
| 5. nusance | 10. judgment. |

GRAMMAR.—2. What are words? What are the grounds for classifying words into classes called parts of speech?

2. What are the essential elements of a sentence? Why are they called the essential elements?

3. Construct a sentence using a clause as an adjective modifier. Change the clause to a prepositional phrase, expressing the same meaning; change this phrase to a word without altering the meaning.

4. What is the difference in purpose between the study of formal grammar and of language lessons?

5. What is the infinitive? Write a sentence using it as three different parts of speech, and designate them. 4-3-3

6. Justify the use of the singular verb in the following: "Thine is the knowledge, the power and the glory." 10

7. Correct the following, and give reasons: "This result, of all others, is most to be dreaded." 10

8. Punctuate and capitalize the following: "a large rough mantle of sheepskin fastened round the loins by a girdle or belt of hide was the only covering of that strange solitary man elijah the tishbite." 10

9. Analyze the above sentence. 10

10. Parse *man*, *Elijah*, *Tishbite*. 3-3-4

ARITHMETIC.—1. Find the G. C. D. of 2219, 4501, and 5964.

2. Find the sum, difference, and product of $3\frac{1}{2}$ and $2\frac{1}{4}$; also the quotient of their sum by their difference.

3. Divide .027538 by .0326 to five places and subtract the quotient from the dividend.

4. How many bushels will a bin hold that is 9 ft. long, 6 ft. wide, and 6 ft. high?

5. The distance from Washington to St. Louis is about 714 miles, and a degree of longitude at Washington contains about 54 miles; when it is 9 o'clock at St. Louis what is the time at Washington?

6. A fruit dealer lost $33\frac{1}{2}$ per cent. of a lot of apples, and sold the remainder at a gain of 50 per cent.; required the per cent. of gain or loss.

7. A man owes \$300 due in 5 mos., and \$700 in 3 mos., and \$200 due in 8 mos. If he pays $\frac{1}{2}$ of the whole in 2 mos., when ought the other half to be paid?

8. A box is 4 feet long, 3 feet wide, and 2 feet deep; how far is it from one of the lower corners to the opposite upper corner? Draw a figure of the box.

9. If 10 men in five days of 6 hours each build a wall 6 feet high, 50 yards long, and 18 inches thick, in how many days can 20 men, working 8 hours per day, build a wall 180 yards long, 7 feet high, and 4 feet thick?

10. How many boards 16 feet long will be required to build a fence around a lot 75 by 125 feet, the fence being 5 boards in height?

11. $\frac{\frac{1}{2} + \frac{3}{4}}{2\frac{1}{2} \times \frac{1}{4}} \times 225$ and divided by 205 millionths equals what?

PHYSIOLOGY.—1. Why is food cooked? 10

2. What is the necessity of digestion? 10

3. What is the relationship between the capacity of the lungs and the muscular system? 10

4. What kinds of reflex action become easier by practice? 10

5. In how many ways does the body lose heat? 10

6. Why is there danger of taking cold by getting wet?
7. What is the function of the Eustachian tube?
8. Why are pepper, salt, nutmeg, and other condiments used in food?
9. What is the necessity of the circulation of the blood?
10. What are the functions of the skin?

PENMANSHIP.—1. Into what three classes are the small letters of the alphabet divided?

2. Show the classification of the capital letters by writing them.
3. Describe fully the position of body which the pupil should assume in writing.
4. Write the letters which are three spaces in height.
5. Analyze the letters M and m.

NOTE.—Your writing in answering these questions will be taken as a specimen of penmanship, and will be marked 50 or below, according to merit.

GEOGRAPHY.—1. Describe the Dominion of Canada, giving its population, the number of provinces, the capital, and the three largest cities.

2. For what is Greece remarkable? Describe the country and its government.
3. What are the two principal cities of Portugal? What is its chief export?
4. What are the chief industries, respectively, of the following States: Massachusetts, Pennsylvania, Iowa, Colorado, and Florida?
5. Indicate the pronunciation of the following words: Delaware, Appalachian, Caucasian, Malay, Suez?
6. What is the name of the kingdom of which Victoria is queen? and what are its principal divisions?
7. By what title is the ruler of Turkey known? the ruler of Egypt? the ruler of Austro-Hungary?
8. What country of South America is an Empire? What is its capital?
9. Name the Republics of Europe. Describe them.
10. In what States is tobacco raised in large quantities? rice? cotton? wheat?

U. S. HISTORY.—1. What evidence have we that those who inhabited this country before the Indians were at least partially civilized?

2. What were the characteristics of the early settlers from Europe?
3. When, and by whom was slavery introduced into this country? How many slaves were in the first importation?
4. Name four causes that led to the Revolutionary War.
5. By whom, and from whom was the Louisiana purchase made?

6. What advantages occurred to this country from the ratification of this purchase? 10
7. What causes led to the war of 1812? What battle was fought after the treaty of peace was signed? When was this treaty made? 10
8. Name four causes that led to the civil war. What great principle underlay them all? 5 pts, 2 ea
9. What great war measure re-asserted this principle, and made its bearing on the cause of the war practical? 10
10. What great financial fact has shown the ability of the people to govern themselves? What great military fact gave evidence to the same effect? 5, 5

ANSWERS TO STATE BOARD QUESTIONS FOR MAY.

- ARITHMETIC.—1. *a.* The true discount of \$359.50 for 90 days at 12% is the interest for that time upon the present worth of \$859.50, or \$10.47.
- b.* The bank discount on the same sum is 90 days' interest on the whole at 12%, or \$11.79.
- c.* The difference is \$11.79—\$10.47=\$1.32. Ans.
2.
$$\begin{array}{r|l} 8 & 10000 \\ & 10 \\ 4 & 5 \\ 5 & 6 \end{array}$$
 by cancellation. $1250 \times 5 \times 3 = 18750$. Ans. 18750 lbs.
3. $\sqrt[4]{403583419} = 739$.
4. *a.* As it takes 5 men a certain time to do the work, it will take one man 5 times as long to do it.
- b.* As it takes 3 men $4\frac{1}{2}$ days longer to do the work, it will take 1 man 3 times as long and $13\frac{1}{2}$ days more to do it, than it did 5 men.
- c.* Therefore $13\frac{1}{2}$ days are twice as long as it will take the five men to do it, and 5 men will do it in $6\frac{3}{4}$ days.
- d.* As 5 men take $6\frac{3}{4}$ days, 1 man will take $33\frac{3}{4}$ days, and 2 men will take $\frac{1}{2}$ that, or $16\frac{3}{8}$ days.
5. It will require the least common multiple of the given numbers, which is 240.
6. $9\frac{1}{4} \times \frac{2}{3}$ of $\frac{2}{3} = 1\frac{1}{4} \times \frac{2}{3} \times \frac{2}{3} = 20$. Ans.
7. $.0048 \times 2.001 \div 1000000 = .000000096048$.
8. *a.*
$$\frac{7\frac{1}{2} \times 5 \times 1\frac{1}{2}}{128 \quad 64} = \frac{25}{64}$$
 Ans.
- b.* At \$8.50 a cord $\frac{3}{4}$ will cost \$3.32 $\frac{1}{2}$. Ans.
9. *a.* From 11 A. M. to 1:37.33 P. M. is 2 h. 37.33.
- b.* As 4 min. in time equals 1° in long., 2 h. 37' 33" equals 39° 23' 15".
- c.* Therefore as San Francisco is 39° 23' 15" west of Columbus, it is 122° 26' 15" w. long.
10. $\frac{12222 \times 104 \times 108}{100 \times 100} = \141.38 .

U. S. HISTORY.—1. *a.* Indians. *b.* Physical bravery, stoic endurance, treachery, cunning; they sometimes exhibit gratitude and fidelity.

2. To the order of Jesuits. Their object was the conversion of the Indians.

3. The English nation.

4. The colonists refused to pay taxes imposed upon tea, because they were unwilling to part with their money, but because they were contending for the principle that they should not be taxed unless they were represented in Parliament.

5. Trenton and Saratoga, which battle resulted in the capture of Burgoyne's army.

6. An attitude of sympathy, acknowledging them as belligerents.

7. The Confederate government had appointed, in 1861, two ambassadors to France and England, James M. Mason and John S. Calhoun. They succeeded in running the blockade at Charleston, and escaped to Havana, from which port they took passage on the British steamer *Kent*. This steamer was overtaken and boarded by the U. S. frigate *San Jacinto*, under Captain Wilkes. The ambassadors were captured and taken to Boston. This action caused great indignation in Britain, but a war between the two nations was averted by the diplomacy of Secretary Seward, and by the restoration of the ships and crews, whose capture was not justifiable under the law of nations.

8. The fight between the *Monitor* and the *Merrimac*.

9. In Congress it was agreed that the disputed question of the Presidential election of 1876 should be settled by a "Joint High Commission," consisting of five members chosen from the United States Senate, five from the House of Representatives, and five from the Supreme Court. By this Commission the Republican candidate was declared elected by a majority of one vote.

10. The Geneva arbitration was the decision of five arbitrators met at Geneva, Switzerland, to adjudicate the claims of the United States against Great Britain for damages done to American commerce by the "*Alabama*," and other Confederate privateers which had been built in English ports. By the terms of the arbitration England paid to the United States the sum of fifteen and a half million dollars in gold.

The Halifax award provided that the sum of \$5,000,000 should be paid into the treasury of Great Britain by the American government as a compensation for the advantages accruing to the United States from the removal of restrictions upon American fisheries off the coast of Newfoundland.

Attention to small things is the economy of virtue.

GEMS OF THOUGHT.

ROOM AT THE TOP.

Never you mind the crowd, lad,
 Or fancy your life won't tell ;
 The work is the work for a' that,
 To him that doeth it well.
 Fancy the world a hill, lad,
 Look where the millions stop ;
 You'll find the crowd at the base, lad ;
 There's always room at the top.

Courage and faith and patience,
 There's space in the old world yet ;
 The better the chance you stand, lad,
 The further along you get.
 Keep your eye on the goal, lad,
 Never despair or drop ;
 Be sure that your path leads upward ;
 There's always room at the top. [*Congregationalist.*]

Blessed are the merciful, for they shall obtain mercy.—*Bible.*

The quality of mercy is not strained but dropped as a gentle dew from heaven upon the place beneath. It is twice blessed ; it blesseth him that gives and him that takes.—*Shakespeare.*

Taught by the power that pities me, I learn to pity them.

[*Goldsmith.*]

Teach me to feel another's woe,
 To hide the fault I see.
 That mercy I to others show,
 That mercy show to me.

[*Pope.*]

I feel at home with every thing
 That has its dwelling in the woods ;
 With flowers that laugh and birds that sing,
 Companions beautiful and good,
 Brothers and sisters everywhere ;
 And over all, our Father's care.

[*Lucey Larcom.*]

"It takes two to make a quarrel, and two to keep it going ; it only needs one to end it."

"Be thou like the old Apostle,
 Be thou like heroic Paul ;
 If a free thought seeks expression,
 Speak it boldly, speak it all.
 Scorn thine enemies, accusers ;
 Face the prison, rack, or rod ;
 And if thou hast truth to utter,
 Speak and leave the rest to God."

It takes four things to make a gentleman : You must be a gentleman in your principles, a gentleman in your tastes, a gentleman in your manners, and a gentleman in your person.—*Ex.*

MISCELLANY.

EARLHAM COLLEGE is to have a new building, providing auditorium, room, museum, class rooms, etc., at a cost of \$45,000.

E. E. Smith, chairman of the executive committee, reports progress already in the programme for the next State Teachers' Association.

The Ohio State Teachers' Association will meet this year at Lakeside, a beautiful summer resort near Toledo, July 1st. Invitations to teachers are welcome.

WARSAW.—A recent run through the Warsaw schools reveals a high average degree of excellence in the work there done. John Mather holds the reins.

FRANKLIN COLLEGE will celebrate this year its *fiftieth* anniversary. The exercises will begin on "founders' day," June 5th, and close with commencement on June 12th.

ACTON.—N. W. Bryant is conducting a very pleasant summer school at Acton. The teachers' class is composed of more than ordinarily intelligent young people.

DECATUR.—The Decatur schools, under the supervision of G. Luckey, have done well the past year. The attendance did not fall below 90 per cent. of the enrollment any week in the entire year.

STATE UNIVERSITY.—The corner stone of one of the new buildings of the State University will be laid in the new campus June 1st. Commencement day and reunion of alumni and friends, June 2nd.

MISHAWAKA.—A good report reaches us in regard to the condition of the Mishawaka schools. Everything works smoothly. New volumes have been added this year to the library. This is Elias Boltz's first year.

REMINGTON.—The schools, under the principalship of C. Fagan, have been doing commendable work. Mr. Fagan manages a good school. He and his corps of faithful teachers deserve credit for the new school building in which to work.

ANDERSON.—Personal observation enables the writer to testify to the general excellence of the Anderson schools. With one exception the rooms seemed in more than fair working order. Anderson needs very much a new school building.

WORTHINGTON.—The graduating exercises of the Worthington high school were held on April 30th. The class consisted of 99 members—3 having completed the commissioned course. The Superintendent was present and addressed the class. Bailey is superintendent.

ANTIOCH COLLEGE, Ohio, will hold its commencement June 18th. Among the exercises of the day will occur the dedication of a monument just erected to the honor of Horace Mann, the college's first president. Rev J. B. Weston, a graduate of the *first class* (1857), will make the address.

Teachers and superintendents, especially the latter, should remember that examinations for state certificates will begin June 17th. They will be held at Ft. Wayne, Indianapolis, Evansville, Terre Haute, Muncie, Bloomington, North Vernon, and La Fayette. See April Journal for particulars.

THE PAN-HANDLE is the most popular route East. No road has a better road-bed or is safer; no road makes better time; no road affords more varied or attractive scenery. One can not afford to die without first seeing the great "Horse-Shoe Bend," near the summit of the Alleghany Mountains.

The State Convention of County Superintendents will be held in Indianapolis June 10-13th. In addition to an excellent programme a visit to the State Normal School is contemplated. Free transportation is offered, and this will afford the superintendents an opportunity to visit this state school. The invitation on the terms offered will doubtless be gladly accepted.

MUNCIE—The schools have recently given two entertainments for the benefit of the public library, with a net result of \$106.20. The first entertainment was given by the high school. The school, 120 strong, sang five choruses, which exhibited the result of the year's work in that line. The second was given by the 7th and 8th grades, and was chiefly musical, but was interspersed with recitations. Such exercises, in addition to the financial results, are profitable to the pupils engaged.

AMERICAN NORMAL COLLEGE.—A recent visit to this school, located in the suburbs of Logansport, enables the writer to testify to the picturesqueness of its situation. No school building in the State, unless it be Hanover College, commands a finer prospect. The school has begun under favorable circumstances. The building, which is capable of accommodating a large school, is being put in complete order. A better class of students would be hard to find. J. Fraise Richard is at the head, determined to achieve success.

PURDUE UNIVERSITY.—Commencement exercises begin June 1st, with the Baccalaureate discourse by Pres. Moss, of the State University. June 2d, address before the Scientific Society, by Prof. T. J. Burrill, of Illinois Industrial College. June 3d, address before Literary Societies, by Pres. James B. Angell, of Michigan University.

June 4th, address before Alumni, by D. P. Baldwin, LL. D. 5th, commencement and President Smart's reception.

Purdue will send a fine exhibit of work to the National Educational Exhibition at Madison.

STATE NORMAL SCHOOL NOTES.

The commencement exercises of this school will occur Friday 13th. On Friday evening the alumni banquet will be held. The series of closing exercises will begin with a public entertainment by the debating club on Saturday evening, June 7th, and will be followed by the Baccalaureate address on Sunday P. M. Public exercises by the Literary Societies on Monday and Tuesday evenings. Commencement reunion on Wednesday evening. Address before the Alumni Association on Friday evening, and Commencement and Banquet on Friday and Friday evening.

An invitation has been extended to the county superintendents who will close their annual convention at Indianapolis on Thursday the 12th, to attend the commencement and the banquet. A car will be placed at their disposal by the president of the Va. Line, free of charge. It is believed that they will all avail themselves of the favorable opportunity to visit this institution. Haute has a high name in the state for generous hospitality, and will extend a hearty welcome to the county superintendents. The graduating class numbers thirty-five.

This has been one of the most prosperous years, both in the execution of the work done and the number in attendance. There has been a steady annual increase for some years in the number applying for admission. The average number enrolled each term the past year is nearly 400. All of these are preparing to teach, and others are admitted. It is now the largest institution in the country that devotes its energies to the education of teachers exclusively.

GRAMMAR OR WHAT?

There is much discussion in these later days as to (1) the necessity of and (2) the place of parsing and analysis in connection with the study of "Grammar." The Journal proposes to give some attention to this most practical question, and quotes the following from Otho Jones in *School Work*, Nebraska, as indicating the character of the inquiry now quite common. It is *suggestive*:

"It is to be hoped that the Principals' convention, at Lincoln, will reach some conclusion on the question, 'How Much Grammar?' and let us all know their decision. As a teacher of Nebraska

to know the best way, but find much conflicting testimony. Colonel Parker, at the Iowa State Teachers' Association, is reported as "ridiculing grammar as it is commonly taught, giving his severest censure to the practice of analysis and diagraming." "We are to learn to do, by doing." This is all very well as applied to learning to speak and write the English language. But are we to give up the idea of knowing anything about the principles which underlie our mother tongue? "If a boy never hears incorrect language, he will never use it." Grant it. But by what criterion shall he judge whether the language he hears is correct or incorrect, for he must, in this generation, hear much that is not best? A singer will not sing a piece better for having a thorough knowledge of musical notation and thorough bass, but have the principles of notation and thorough bass no place in the training of the vocalist?

Are we certain that in our relegation of grammar to the limbo of outgrown wisdom, we have not parted with a something of value for which we have not yet secured an equivalent? In those schools in Nebraska which no longer give time to the consideration of English Grammar, what, as a matter-of-fact, not theoretically, but actually, has taken its place?"

PERSONAL.

Dr. Lemuel Moss is to deliver an address at the Frankfort high school commencement.

Mrs. Lois G. Hufford, of Indianapolis, will make the alumni address at Antioch College, Yellow Springs, O., June 17th.

J. K. Walts is just finishing his third year as superintendent of the Logansport schools, and according to reports the last year has been the best.

H. M. Lafollett, superintendent of Boone county, is making a tour of California, Washington Territory, National Park, etc. An enviable trip.

Miss M. A. McCalla is superintendent of the Bloomington schools, and W. R. Houghton, J. K. Beck, and J. A. Woodburn do the work in the high school.

W. H. Banta, after a service of twelve or fifteen years as superintendent of the Valparaiso schools, has been elected for next year at an increased salary.

H. S. Tarbell recently read an excellent paper on "What Should the Schools do for the Laboring Classes," before the Indiana Social Science Association.

J. C. Chilton, formerly of this State, now of Detroit, will have the sympathy of a large circle of friends on account of the death of his wife, which occurred recently.

J. E. Dorland, formerly of this State, more recently of Louisville, Ky., is now representing Van Antwerp, Bragg & Co. in California with headquarters at San Francisco.

W. T. Lucas has closed his third year as principal of the P. school, and in that time has increased the attendance from 150 to 300. He is re-elected for next year.

W. C. Barnhart, who left Columbia City to accept the superintendency of the Mt. Vernon, Ill., schools last year, has had a successful year, and has been unanimously re-elected.

E. B. Smith, formerly of this State, but for two years past of Carrollton, Ky., is now principal of the Southern Indiana Normal School, Paoli. He is glad to return to Hoosierdom.

John W. Cowen, formerly superintendent of Steuben county schools, is now superintendent of the Fargo, Dakota, schools; and judging from the reports in the local papers the schools are popular.

Edward Taylor, superintendent of the Vincennes schools, and author of a U. S. History, is writing a book entitled "The Tariff Question: Does Protection Benefit our People?" The book will take up the negative side of the question. It will be published next month.

BOOK TABLE.

Eaton, Gibson & Co. have begun the publication of a new series of papers in Toronto, Can., called *The School Supplement*. Its first numbers look well.

H. A. Ford, former editor of Northern Indiana Teachers' Association, has published a book of 500 pages, entitled *Poems of History*, illustrating every principal nation and epoch of history. It is published by M. W. Ellsworth & Co., of Detroit, Mich., and sold by subscription.

Ray's New Test Examples in Arithmetic. Arranged by B. DeBeck. Published by Van Antwerp, Bragg & Co., Cincinnati.

This little book contains trial examples under all the arithmetical rules, from the simple writing of numbers up to geometrical and arithmetical progression. The compiler claims that no examples are introduced which the average pupil can not solve without assistance, and that all mere puzzles are omitted. The answers are given at the close of the book and not with each example.

Riverside Literature Series. Boston: Houghton, Mifflin & Co.

To promote and encourage a study of the best literature in school, the Boston publishers, Houghton, Mifflin & Co., have issued a series of small and cheap books well calculated to accomplish the desired

They can be bought for the exceedingly low price of 15 cents. No. 1 contains Longfellow's *Evangeline* with biographical sketch, historical sketch and notes. Nos. 8, 9, 10 contain stories from Hawthorne, with questions. No. 12 contains an outline for the study of Longfellow, with questions for conversation classes and topics for home study. This would be valuable to anyone. The authors considered in the numbers already issued are American, though it is not stated that it will be so throughout.

Home and School Training. By Mrs. H. E. G. Arey, A. M. Philadelphia: J. B. Lippincott & Co.

This is another book for the teacher who, in his turn wishes to become a pupil. It will be equally valued by the parent who wishes to learn all he can of the nature of the little one entrusted to his care and guidance. The writer must be a mother herself, or she could not so well know child nature; she must have reared children herself, for only through experience could come such *lofty* common sense as is found in these pages. It is a valuable book for any library, and one whose frequent consultation would work no injury.

Methods of Teaching Geography. By Lucretia Crocker, member of the Board of Supervisors of the Boston Public Schools. Boston: School Supply Co.

These methods, which were originally given by the writer at the invitation of the Boston teachers, and afterwards published at their request, are full of suggestions. Starting out with the idea that the main purpose of geography is to give pupils a real knowledge of the earth on which we live, and not simply an acquaintance with names and facts. Miss Crocker has made a most valuable book for *teachers*. The main principle in the book is to teach children to make their own observations, to lead them to think, examine, and express results of study and to tell nothing that a child can find out for himself. At the close is a list of books that the author has found useful in teaching geography.

History Topics. By Wm. Francis Allen, A. M., Professor in the Wisconsin University. Boston: Ginn, Heath & Co.

The name is a key to the contents of this book. It was originally prepared by Prof. Allen for use in his own classes, and printed for his own convenience. So it is a book for the teacher and not for the pupil. The topics are not made for the history of any one country, but are universal. Under a division headed "The Discovery of America," we find the following topics: (a) The Fifteenth Century. (b) The Renaissance. (c) The Great Discoveries and Inventions. (d) Commerce with the East in the Middle Ages (e) The Portuguese Navigators. (f) The Voyages of Columbus. (g) The Cabots. Perhaps this will give us as good an idea of the book as any short notice can. It will repay the attention of any careful teacher. Price 25 cents.

A New Mental Arithmetic. By Geo. E. Seymour. St. Louis: American School Book Co.

In these days when mental arithmetic is not the fashion, a *new* mental arithmetic makes a sensation. Examining the one before us, we find many good points. One that could be made good use of, outside the mental arithmetic class, is a lesson in writing as many numbers as can be written out of a given number of digits. Commencing with the simplest combinations in addition, the problems

progress gradually in difficulty until at the close, the student is called upon to tax his thinking powers to the utmost while he solves difficult questions in percentage, longitude, etc.

BUSINESS NOTICES.

The Pan-Handle Railway will sell round trip excursions to the Republican National Convention, at Chicago, for one fare. Good going from May 29th to June 2d, inclusive; good returning till June 8th.

Teachers and others who wish to join an excursion party to Madison, Paul, and the Northwest, will do well to address M. L. Rinehart, Indianapolis, for terms, etc. An opportunity will be given to attend the National Teachers' Association at Madison in July.

The annual meeting of German Baptists, or Dunkards, will be held at Miller's Crossing, near Dayton, O., June 3-6. This is a national meeting and the attendance will be large. Tickets good to June 20th. The I. L. W. R'y, on all its branches, will sell round trip tickets at excursion rates. Particulars address H. M. Bronson, Gen'l Ticket Agent, Indianapolis.

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PHOENIX PUBLISHING CO., WARREN,

INDIANA SCHOOL JOURNAL.

Vol. XXIX.

JULY, 1884.

No. 7.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

VII.

BARNABAS COFFIN HOBBS, LL. D.

THE men of the gray coats and broad-brimmed hats and quaint scriptural phrases, for whom the Puritans of New England in old times reserved their choicest tortures, and toward whom even the historian Macaulay bore an ill-concealed antipathy—the Quakers, from the days of Penn to the days of Whittier, have been a most interesting class of people. Peaceful amid all the storms of war, rigidly truthful in all their speech, conscientious even in trivial matters of etiquette, simple in their tastes, broad in their views of life and of duty, they have won the respect and admiration of the world—even of those who have deemed the peculiarities of the sect fair subjects for humorous sally.

As the City of Brotherly Love was planted in the Woods of Penn, when the wild men roamed over the surrounding lands, so the Quaker City of the West was established in Indiana, in the home of the 'Aborigines. Later, another settlement of the Friends was made upon our western border. Richmond and Bloomingdale, like the various other Quaker settlements in our State, have been characterized by the true Quaker spirit; have grown quietly but steadily in material wealth; have fostered ed-

by that board to visit in other States various institutions similar to the one about to be established in Indiana, and to obtain information on a variety of subjects connected with the construction of suitable buildings. In the same year he was elected President of Earlham College, at Richmond, into which he developed the old boarding school of the Friends. President Hobbs performed the work of Professor of English and American Literature, in addition to his other duties, and won general praise by his able management of the institution.

At the end of two years he was elected Superintendent of Public Instruction. Immediately after the election—in October '68, Superintendent Hoss resigned his office, and Mr. Hobbs was appointed by the Governor to fill the vacancy, the regular term not commencing until about five months later.

Supt. Hobbs was thus left to make the biennial report of 1869. It is unique in style, and most interesting in substance. He presented the cause of the colored people in a masterly manner. On the 28th of July of that year the Fourteenth Amendment had been declared a part of the Constitution. All the colored people of the State were now citizens of the Republic and of Indiana. There was no reason why these citizens should not bear their proportion of the burden of the school tax, and receive their share of its benefits. They had not formerly been relieved from the tax which was levied for the erection and care of public school buildings, and it was right that a proportionate number of school buildings should be devoted to their use, if separate schools were to be maintained.

Early in November of '69 occurred an event which finds a parallel in history, and which is of special interest to the educational world. A funeral fleet swept in majesty across the Atlantic bearing from the United Kingdom to the United States, with honors seldom paid a king, the remains of a private citizen. The war-ship *Monarch*, the first war-vessel of the Royal Navy, was the funeral barge. Shadowed by nine great guns was the *Cherub*, the ship of death, in which tall candles were kept burning, amid splendid draperies of mourning. A vessel was dispatched by the government of France, and one by our own, as convoys of the Queen

ship, and followed across the sea the remains of the great dead. This was the return of George Peabody to his native land. In youth a grocer boy at Danvers (now Peabody), Mass., from '30 to '47 a merchant in a great house of Baltimore, and from the latter date to his death, November 4, '69, a leading spirit in the business halls of the world's metropolis, the great philanthropist had steadily and rapidly advanced in wealth until he had built up a colossal fortune. Three millions of dollars he had given to the cause of education in the Southern States of the Republic, and over a million more to various educational enterprises in America; and these together were not half the total sum of his benefactions.

The lesson of the generous deeds of Peabody exerted a deep influence upon the people of both worlds. Here it was felt that the work which he began must not stop with his death. Vast as was the extent of his gift to the South, the Peabody Fund was but a tithe of what was urgently needed for the aid of education in the South. It was not to be expected that another Peabody would soon appear. Equally hopeless was the prospect that the war-worn States of the overthrown Confederacy would be soon able to secure an adequate endowment of their school systems by any scheme of State taxation. To Supt. Hobbs was presented the problem of the hour in a special manner in '70. He was in attendance at the convention of the Department of Superintendence of the National Educational Association at the Federal City. He was appointed chairman of the committee organized for the consideration of this subject. He prepared and presented a scheme for Federal aid to education in all the States where it might be needed. The various developments of his plan are at the present time receiving much attention from the government, the people and the press.

In '69 the attention of the school world was called to the admirable organization of the rural schools of the Austro-Hungarian monarchy. Three years before, this great land had awakened to a new life. Absolutism had been replaced by one of the most liberal governments in the world. At the largest flouring mill on the globe,—in the double city of Buda-Pesth, on the Danube

river—Americans had learned superior processes in the manufacture of flour. The new system of free schools was an equally interesting subject for study. While the rural schools of Austria and Hungary generally consisted each of but a single room, they were conducted on the plan of graded schools. All had a regular and uniform course of study, and a common scheme of examinations, and in each school the pupils were carefully classified. Supt. Hobbs was among the first in this country to give attention to the subject. He readily perceived that with an efficient system of school superintendence the rural schools of Indiana might be graded in a similar manner. In our State, as in most of the States, there were practically three systems, represented by the rural schools, the high schools, and the State University. It was the idea of Supt. Hobbs that all these systems should be connected; that the rural schools should prepare pupils systematically for the high schools, and that the latter should constitute a preparatory department of the State University.

But before all this could be accomplished there was a vast amount to be done. The law must provide a better system of school supervision; the chief officer of the schools in the counties must have more extended powers; the people must be convinced of the worth and importance of such an arrangement; the term of office must be very generally lengthened; and there must be many consultations of the educators of the State, and many experiments must be tried. The unification and perfection of a system are matters of growth.

As a first step in the right direction, Supt. Hobbs favored the extension of the county examiner's office to that of a county superintendent of schools, with adequate compensation and a liberal grant of authority in order to secure efficiency in administration. His efforts to secure this legislation were baffled by a singular political complication which continued throughout his term of office.

The Fifteenth Amendment to the Constitution of the United States was presented to the General Assembly at its session of 1869. The democratic members, who constituted a majority, generally held that, as a proposed part of the fundamental

the amendment should be first submitted to the people. The republicans, on the other hand, held that, since a ratification by the Legislature is sufficient under the Federal Constitution, the amendment should be acted upon at once. Both parties were equally determined, and an exciting game at once began upon the political chess-board. On the 4th of March, when the subject was brought forward, a sufficient number of the democrats resigned to break up the quorum. *Check!* Governor Baker at once issued writs for a special election of members to succeed those who had resigned, and on the 22d of March called a special session to meet on the 8th of April. *Counter-check.* On the 19th of May the democrats again resigned, to break up a quorum. *Check again.* But the temporary President of the Senate caused the doors of the Chamber to be locked before the resigning members could withdraw, and declared that the Governor had not yet informed him of their resignations, and therefore their membership had not ceased. In the House, the Speaker declared that a quorum means only a two-thirds majority of the *de facto* members, and that there was a quorum of the House remaining, though more than a third of the members had resigned. *Check-mate.*

In '71, at the regular session, a motion was made to repeal the ratification of the amendment (the democrats being then in the majority), on which the republicans prevented further action by resigning to the number of thirty-four. Thus were three consecutive sessions of the General Assembly terminated in disorder, amid the wildest excitement. At such a time little could be hoped for in the way of school legislation. However, in the special session of '69 there was a temporary truce, in which the schools received some attention from the lawmakers. It was provided that under stated circumstances the German language may be introduced as a branch of study in the public schools. It had been determined to establish in Indiana an Agricultural College, and under discussion the idea expanded until an industrial university was decided upon. It was located at La Fayette, in consideration of a generous donation from Hon. John Purdue, of that city, and was named, in his honor, Purdue University.

It now holds the front rank among the industrial schools of the Continent. The gift of one hundred thousand dollars from Purdue has been supplemented by a further contribution of one hundred thousand dollars from the same philanthropic gentleman, and the State has dealt liberally with the institution.

In '69 Supt. Hobbs issued a new edition of the School Report, and in '70 he made his second report to the Legislature. In his effort to secure needed legislation, it remained for him to do what work he might to promote the efficiency of the school system as it was. He labored to secure the levying of a special tuition tax wherever it might be necessary, in order to extend the school term. He retired from the Department in '71, and immediately returned to Bloomington, where he assumed charge of the Academy. In all the years that have followed he has been a very busy man. In '72 he made a geological survey of Parke county. As trustee of the State Normal School and of the Rose Polytechnic, he has contributed largely to their success.

In '79 the Spirit moved the Friends of America to send a message to friend Alexander, the Emperor of Russia, and another to friend William, the Emperor of Germany. Dr. Hobbs was chosen to perform the mission. At St. Petersburg he left the Prime Minister a memorial, which urged that the millions of the empire—a sect conscientiously opposed war—should be relieved from military service. At Berlin Dr. Hobbs presented to the Crown Prince a memorial which advocated the settlement of international disputes by arbitration, rather than by war. For some years Dr. Hobbs has been working in the interests of Indian education in North Carolina and Tennessee. For the enterprise undertaken by the Friends with reference to the descendants of Aborigines in those States he has secured the sanction and aid of the Government. He has made an enumeration of the Cherokees of the Reservation, and determined the share of apportionments of revenue authorized by the General Congress—which share had been diverted from its purpose by errors and frauds.

Dr. Hobbs is noted as a clear and forcible speaker, a lo-

thinker, a vigorous and graceful writer. Although he is advanced in years his energies show no sign of abatement, and his mind and heart are occupied with busy labor.

HEALTH OF THE TEACHER; HOW IMPAIRED, HOW PRESERVED.

✓ REV. GEO. L. CURTIS, M. D.

[Concluded.]

I am heartily in sympathy with co-education, and always declare that a girl is just as good as a boy, but common sense and even a small amount of knowledge ought to show trustees and teachers that occasionally the girls and boys ought to have a little different treatment. Dr. Buck, in his great work on Hygiene, has one chapter on School Hygiene, in which he gives account of two high schools of from 600 to 800 pupils, where each girl pupil is excused from going to the board or standing to recite from one to four days in each month, at such time as she may indicate to her preceptor. In these schools the girls are the equals of the boys, and the young lady teachers are found proportionally better as to physical health than those coming out of high schools where no attention is paid to a simple hygienic rule.

5. Teachers are liable to mental and nervous diseases. The great wonder is that two-thirds of them do not die at once.

All mental diseases are nervous, and to some extent all nervous diseases are mental. The conscientious teacher becomes a bundle of nerves, each individual nerve quick as the apple of the eye. Each year increases this sensitiveness. Doctors and teachers are the most sensitive people on earth, except members of church choirs. The profession of teaching necessarily cultivates sensitiveness. Teachers have rights of which they ought to be jealous. They must maintain professional standing, and if possible raise it higher. The teacher must remove the petty jealousies of patrons. Those patrons who are peculiarly porcupinish must be modified, cooled off, smoothed out, and laid away to rest awhile. School trustees must be conciliated, and made to

believe that all is right. In the school-room the government must be maintained. There is always some bad or mischievous boy or some mean-spirited girl to sow dissension. The influence of these must be counteracted, lest some trouble come. Then comes the strain of absolute over-work—not all of it in the school-room, but after school at home, and on into the night preparing work for the next day, or correcting examination and exercise papers, in stimulating and encouraging some dull scholars, etc., etc., which night after night requires work till midnight and beyond.

Is such a teacher nourished and rested in brain and nerves for the next day's toil? How can the wasted vital forces be renewed? Do not say that such a course will not result as I have depicted. I have witnessed too many cases. I could give names and details of cases, where this nervous and mental strain has brought its sequence, its penalty, in sickness and death.

It is not so much to be wondered at, that teachers are subjects of nervous diseases, when we take an inventory of the requirements which trustees and patrons make of them. One teacher, on being interviewed, said: "I have 27 classes each day. I make weekly examinations, and monthly I make a general examination, which in its results I report to trustees and parents." I asked if he had any spare time. He replied: "No, but if I would I could find work enough to keep me constantly employed all day and all night, and never have a moment to sleep." On inquiry, I find the number of recitations each day ranging from 8 to 30. A teacher attending 8 recitations each day is in the line of nervous exhaustion. What shall we say of the one hearing 30 recitations each day? Such a one must be in a condition such as the Scotch servant said his master's sermons produced in the minds of his hearers—"They confused the intellect and jumbled the judgment."

Is it not possible that the system of education as at present manifested has been refined until it has gone beyond a normal standard, and so is productive of diseased mental conditions both to teacher and pupil? I would not seem to antagonize the most advanced idea of education, but I am skeptical of some

the methods now employed for gaining an education and imparting instruction, where they sap the foundation of health of both teacher and pupil.

Dr. Reed, in the *Herald of Health*, among the diseases originating in the school-room, both in teachers and pupils, that I have not already enumerated, mentions anæmia. Anæmia is not so much a disease, as the inception of many diseases. It is a condition "due to a deficiency of red corpuscles in the blood. The symptoms are paleness of skin, lips, gums, and tongue, and a bluish tint to the white of the eyes; a full, quick, and easily accelerated pulse; capricious appetite and intense thirst; a sluggish mental action, variable temper, and easily depressed spirits." Growing out of this condition often arises tubercular meningitis, which soon must end the teaching career. The causes for such a condition are improper ventilation, over mental work, loss of sleep and rest, and worry.

I have one remaining duty at this hour, and I put it in the question, How shall we remedy some of the evils to which allusion is made?

1. There needs to be made some change in the methods of preparing teachers, i. e., they must not be broken down in health while yet students. Preparation should build up, not tear down and enfeeble.

2. Teachers must be taught either while in student life or before entering upon the career of teaching the nature and value of hygienic laws appertaining to their profession, and then be compelled to a strict observance of them.

3. There needs to be some much-needed reforms in school architecture to conform the rooms to the necessities of teacher and taught. School buildings of three and four stories high can never be healthy places. It may cost more to build two story school houses, but it will diminish pain and prolong life to so build them.

4. There needs to be careful attention to physical exercise. This ought to be carried forward on scientific principles. Among the best may be named light gymnastics, walking, and rowing a boat.

5. The teacher must learn four things about the person whom no one can tell him, but experience alone will teach, and he must rigidly conform to these as sacred rules of life. These are: 1st, The kind and quality of clothing necessary to maintain an even temperature and prevent chill, and, uninfluenced by the fashion, wear it. 2d, The kind and quality of food that will maintain health and strength, with perfect ease of digestion and entire freedom from constipation, or injury to the kidneys. 3d, The amount of waking rest and of sleeping rest necessary to separate the wasted energies of mind and replace the wasted energy of the body, must be learned, and then rigidly take that which, though some iron in the fire does burn. 4th, Take the kind and amount of exercise necessary to restore the electrical and vital physical equilibrium, being careful to develop the muscles and organs most deficient and needing the more development.

6. The periods of rest during school hours and the recreation allowed and taken must be of such a character as to prevent unnecessary exposure, draw the mind away from work, study, and care, and permit perfect freedom of person and mind. Use such exercise and relaxation ought to be taken in the open air and not in the closely confined air of the school-room. If school grounds are not suitable for open air exercise and recreation, it would amply pay to build open sheds with saw-dust or tan floors, where this recreation could be taken by both teacher and pupil. Open air exercise, even in bad weather, is better than in-door exercise, unless in perfectly pure air. Very much can be made out of marching and counter-marching of scholars by the teacher for health purposes. Soldiers who drill regularly in the open air become healthy. Narrow chests are broadened, shriveled muscles are enlarged, flabby muscles are hardened, deep chest inspirations are acquired, the position becomes erect, and all indications are on the up-grade of health. Music is greatly to the desirableness of out-door exercise of pupils and teachers. Not one school in five hundred but can furnish musical boys who would delight to beat the drum or blow the fife. Let these notes be heard in combined school exercise.

of doors, and you will soon see a change in health of teacher and taught.

Possibly, teachers, I have failed to bring this subject before you as I ought, or even to clearly present my own views. Another could have done it better. But I have sought to speak from the observations of 31 years. My first teaching took place that long ago. I have been looking over the men and women teachers with whom I have been associated either as a teacher or as a pastor, and I am surprised to find the large number who have gone down in health, and some into premature graves. Fully 50 per cent. have succumbed to disease because of ignoring or violating hygienic laws wholly under their control. Perhaps 10 per cent. were actually martyrs to the profession. I remember a few who were in delicate health, but who followed carefully the laws of health and have lived on and taught on for years.

Teachers, your work is noble. You need good bodies. Take care of what you have, and by a course of sensible physical training make them better. Cultivate soul, mind, and body. Put them all through a course of gymnastics adapted to each.

May you all live forever.

POLITENESS AND ITS PLACE.

"SIR ARTHUR HELPS had the happy faculty of putting expressions of wisdom into a few words. It was he who said, "Familiarity should not swallow up courtesy." Probably one-half of the rudeness of youths of this day, that later in life will develop into brutality, is due to the failure of parents to enforce in the family circle the rules of courtesy. The son or daughter who is discourteous to members of the family because of familiarity with them is very likely to prove rude and overbearing to others, and very certain to be a tyrant in the household over which he or she may be called on to preside. There is at this day undeniably among the rising generation a lack of courteous demeanor in the family. Of all places in the world, let the boy understand that home is the place where he should speak the gentlest and be the most kindly,

and there is the place of all where courteous demeanor prevail. The lad who is rude to his sister, impertinent mother and vulgar in the house, will prove a sad husband, a suffering wife, and a cruel father to unfortunate children. The place for politeness, as Helps puts it, is where we mostly find it superfluous."

The above excellent remarks, which are taken from a recent paper, appear to be very apposite and just. But though thousands will agree in this opinion, they would probably let the good fall from their hands, and never give it another thought. What is needed is, that these excellent ideas should be put into practice. We need educators of character enough to carry these ideas to a system, and inculcate them by the same earnestness with which geography, mathematics, and grammar are now inculcated.

One of the institutions of learning of the country which has had the courage, the character, and enterprise to introduce the science of good behavior as a practical system of instruction, and not as a mere theory that it will do to talk about, is the College, in the neighboring State of Kentucky. It has maintained, in this respect, the noble character which it showed before the war in asserting the interests of education as superior to those of politics and race and caste distinctions, in the face of that State; and we think that it would be well for the schools of our Northern States generally to follow the example. If good behavior were properly taught in our public schools, our country would be filled with fewer accounts of murders, outrages and brutalities than they are now.

The above article would leave us to infer that the family is the place for the exercise of good manners; but there are great many homes in this country where good manners will never be practiced, unless they enter there from the public schools. It is very certain that they will never be acquired in the home, unless they are taught in it with more system and scientific method than they are now.

EDUCA

BATTLEBORO, VT.

A BIT OF EXPERIENCE.

F. TREUDLEY.

COMMENCEMENT was over and the boys of the higher grades, as all indeed, were preparing to begin their vacation in whatever way suited them best. They had just received their reports and were thinking of the past year, and also how to enjoy the long vacation that stretched before them. Some of them thought they would like to go to work and quit school. How could we induce these boys to stay with us? The Board of Education were wise, liberal, and successful men, having a keen interest in boys and sympathy for them. On the last day of school one of them in conversation with the superintendent remarked how unfortunate that the boys could not be persuaded to go on and finish the high school course as well as the girls. And he added that if more pains were taken to subject these boys to that influence that would tell upon them most, more could be induced to keep on.

His auditor heard the remarks with great pleasure, and said to him, "This afternoon the boys of our higher grades will come to the school building to receive their reports. If I ask them to meet me in my room at 8 o'clock will you and the other members of the board be present?" He agreed for himself, and one other member was found who was also willing, the third one having eluded our search. The superintendent had his office nicely lighted and made pleasant and comfortable, and by the appointed hour seventeen boys, ranging from fourteen to eighteen, were on hand. A few minutes later came the members of the board. Kind words were said to the boys, and that sound advice which a good and faithful man knows so well how to give was bestowed upon them, who drank in every word. And they themselves made talks; every one of them got up and told how he had felt about it; some wanted to stop but were compelled to go on by their parents; some wanted to go on on this account; some were embarrassed and stumbled along in their utterances, but they all got through, and ended by declaring that they intended to stay "with it" until the end. One of the boys had just graduated the evening before and gave good advice to the rest to keep on,

stating that he felt good over it, and the other boys complimented him upon how well he did, which was also a good thing to the receiver and givers of the compliments. Another boy had been out a month and at work, and when asked which place he thought the better, at work in the carriage factory or in school, he very promptly encouraged the other boys by declaring in favor of the latter; while still another—sixteen—one whom the superintendent remembered as being in his office the last time two years before for punishment, and whose life did not reflect credit on him, added strength to it all by declaring what a fine take he had made and how he had regretted it, and ended by saying that he proposed to retrieve himself by entering school in the fall and going on to the end.

Meanwhile a thorough going business man, driven in by the rain, was invited in and gave a little account of his life, to which all listened with profound attention.

The superintendent guided the conversation, calling on the boys and questioning the gentlemen on particular points, as he thought would be especially strong in their effect. He asked, by way of illustration, this question: "Could any of you boys find a man who would advise them to stop their education now?" And the answer elicited was, "If they can find a single man who so advises we will say that we are all wrong."

And so, for an hour and a half these boys listened to the superintendent and the school board without a sign of weariness. When the superintendent asked them if they had not had a good time, and if they would not express their approval by saying "aye," a good, strong, vigorous AYE came forth from the throat. The secretary of the school board said, "Let us meet again in this room at the beginning of the school year, and let us know how we feel about it then. I move we meet in this room on Friday evening, the 5th day of next September." The motion was met with unanimous approval, and the boys went home, determined to affirm, with a stronger desire than ever to finish their school course of study; while the school board had, or at least they thought they had, the satisfaction of knowing that they had, that they had put in the best stroke for the school they had ever made.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Prin. Indianapolis Training School.]

GEOGRAPHICAL STUDY.

THERE is probably no subject in which the difference between good teaching and poor teaching is greater than it is in Geography. The large scope of the subject, and the great variety among the things presented for thought, makes Geography peculiarly fitted to be the means of a true development of the mind. We may here find opportunity for the mind to rightly exercise itself in all its most important modes of activity,—whether of sense, memory, imagination, understanding, or reason. More than this, however, is true; for not only does the mind have opportunity for activity in all its important modes, but what is still more important to true development, each mode of activity finds in the numerous themes presented in this subject a fit object on which its energies terminate—some object whose contemplation gives a tonic effect to the mind as a whole. The entire value of the study does not lie, therefore, in the utility of its facts from a business view, nor in the special skill of particular faculties; but in these, together with a whole general moral elevation of mind—a spiritual tonic—a better conception of man's place and work in the world, and consequently a better directing of faculties toward worthier conduct and living.

The thought may be further illustrated somewhat as follows: If a child be drilled in word calling by a skillful teacher, he gains a skill in that form of activity usually called sense-perception; that is, he gains readiness in determining at sight the precise form of printed words. This skill may, by much practice, become very great, and indeed it should do so as a necessary step to reading; but there is no real elevation or enlargement of the spirit in such close attention to such small, artificial, uninteresting things as the forms of letters. Indeed it is easy to show that there is the opposite—a littleness, a narrowness, a tendency to attend to the artificial and the trivial, rather than to the intrinsically great and

valuable Much of preparatory drill in many primary schools is open to the same objection; hence the great need of some subject in the primary school which shall lead the thought of the child into contact with nature, and into contact with man conquering nature. It is doubtless true that from the reading there will come later on, this tonic effect on the spirit, from the contemplation of the great thoughts and experiences which the skill in writing enables one to reach intelligently; but for the drill of the kind as above indicated no such effect can fairly be claimed. The same lack of developing influence is quite noticeable in the mechanical callings; as in that of a type-setter, or a proof-reader. The form of skill is very necessary to the successful prosecution of some kinds of business; but no one will probably contest the statement that by the long drill through which he acquired such skill, and by the slavish minuteness with which he maintains it, his mind has become narrow, technical, and limited.

Now it remains to be shown that when the perceptive objects of Geography are correctly taught, the objects of observation become themselves themes fitted by their nature to react on the spirit favorably for its development. Some attempt will be made to do this in subsequent papers.

DEVICES FOR PRIMARY WORK.

THE following is one way of conducting a spelling lesson. The teacher says: "You may write on your slates the names of the things I make on the board." She then sketches rudimentary outline of some object. At a signal pupils give the words and write it. If any do not know how, it is written on the board. A number of objects are sketched by the teacher and written by the pupils. Then the pupils are asked to tell something about these objects, and each good sentence given is written. In a more advanced class, the teacher may sketch a number of objects that may be connected and a story told about them. A boy, a house, a table, a trap, a mouse, a cat. Two or three minutes are given the pupils to think of a story that shall

about all these things. Then the stories may be given orally or written, and some of the best ones read aloud.

It is not necessary for the teacher to be a drawing-master in order to do this. The drawing may be very rude, the vivid imagination of the children will see what is meant. By choosing simple objects and practicing upon them a few times any teacher can do this.

Word developing may be made a very interesting exercise. In looking over the advance lesson in the first reader the teacher finds five new words: boat, oars, rowed, float, upset. The lesson, which is about a boy in a boat, must be kept fresh until they are ready to read it. The teacher goes to the board, all have slates and pencils ready to write. The teacher says: "Once I stood on the bank of a small river; I saw a friend on the other side, and I called to him to come where I was, for I wished to see him. In a few minutes he came. How do you think he crossed the river?" Some may say, "On a bridge;" some, "Swam across;" some will say "In a boat." "He came in a boat. I will write 'boat' on the board, and you may write it on your slates. What is the word? Boat. Well, how did the boat get across?" Perhaps none will say, "Rowed." Ask them to say all they mean—to give a complete sentence. "My friend rowed it." "How many ever saw one row a boat? How is it done?" Let some one describe the action and the oars. Draw a picture of an oar on the board, and if possible the boat with oars at the side. Write both "oars" and "rowed;" have them pronounced and written by the class. "Sometimes the one who is rowing the boat will lift the oars out of the water and let the boat go as it pleases. What do we say the boat does then?" If no one thinks of "floats," ask what a stick does if thrown into the water?—what the cork on a fish-line is called? Write "floats." Then ask what happens sometimes when people go out in boats. "Upset" will be suggested. Have all the words upon the board pronounced by several members of the class. If there are more new words in a lesson than the pupils can well master at once, develop a few of them in this way, then ask the class to give a sentence about each word, using each word in turn. Write the

best sentence of each word on the board, and use these as a reading lesson. At next recitation review the list of words and have the class make up a story using the words. Then work at it until it is in good shape, then write and have it read. Treat the remaining new words of the lesson, or any that are perfectly familiar to all the class, in a similar way. When the lesson in the book is taken up there will be no stumbling over difficult words.

Singing can be made very attractive, and when a part of the morning exercises, offers one good means of preventing dullness. "I ran all the way to school so as not to miss the singing," said a little girl once. Bright, lively songs are essential in most. The teacher should have a song scrap-book in which to collect these. The words may be quickly taught by writing a verse or two on the board for a reading and writing lesson while developing the unfamiliar words. The airs will be quickly caught. When the teacher can not sing, a larger pupil or sometimes be found to lead the singing, or a young lady in the district who has plenty of time can be induced to come in occasionally and give the children a treat.—*School Journal*.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

THE RECITATION.

MUCH has been spoken and written about the recitation. It is the most important of school exercises. Good recitations make good schools whatever else may be wanted. Poor recitations make bad schools, whatever other excellences may exist. This essential part of the school should, therefore, receive frequent consideration in a department of pedagogy.

The word recitation means to recall or reproduce. The original idea is the old idea of "saying lessons." This is still the most important idea in the recitation;—the reproduction of what has been learned. For children to learn anything so that

know it two processes are necessary: (1) They must first acquire it. That is, they must perform with energy, concentrated by attention, certain intellectual acts which the mind is stimulated to perform by the teacher's instruction, by the matter in the text-book, or by some external object. This first knowledge is crude, and vague, being more the material for knowledge than knowledge itself. (2) It must be reproduced by the learner, and organized, by building it into a structure of knowledge. He must comprehend it;—that is, he must seize hold of it as related to other knowledge. This needs reflection, which is, a looking back upon his acquisitions, or a re-thinking of them. It is the primary office of the recitation to stimulate this activity. It is more than a repetition of the original activity of acquiring. The mind is in a new attitude. It is more positively and independently active than before. It is reproducing under the stimulus of a conscious and self-formed purpose what was acquired under a very different stimulus. Without this activity of reproduction children would retain but little of what they acquire. Most adults need the stimulus of the recitation to compel them to make this reproduction. Hence they go to college or the university or join literary clubs. Others who study alone recite to themselves.

What shall the child be required to reproduce?

One of two ideas has prevailed in the past. (1) It has been held that the pupil should make a reproduction of the ideas he has learned in the language of the text-book. He shall reproduce both ideas and words. Thoughtless and unskillful teachers have taken a reproduction of the words as evidence of the reproduction of the idea. This has resulted in a mere memorizing of words. (2) To avoid this error others have held that a reproduction of the words should not be insisted upon, but that the learner should express the idea in his own words. This has resulted in an error quite as fatal to knowledge as the other. The unskillful teacher has cared nothing for the expression of the idea, and has, therefore, been satisfied with very meager evidence that the pupil possesses it. The idea and its proper expression are of equal importance. Unless the idea is put into its proper form or set-

ting it can not be retained. Whether the language of the book or that of the teacher shall be learned by the pupil, he should learn definite forms of expression for definite ideas. This department of the Journal teaches the doctrine that the pupil should finally clothe his idea in the language of the text-book, and that the words of the text-book should be carefully committed to memory in every case in which the idea is a new one. It is generally impossible for the child to express a new idea in his own language. He has no language in which to adequately express it. The essential thing is that the idea and word shall be so inseparably associated that the presence of either will cause the other to enter the mind. If the text-book is fit to be used its language will be a good expression of the thought;—better in most cases than the teacher's.

We hold, therefore, that what should be reproduced in the recitation is both the idea and its proper symbol,—the thought and the sentence. In testing for the idea the teacher will require the pupil to illustrate in different ways, thereby giving expression to his thought in such language as he may possess, but before the recitation is completed the pupil will have associated the thought with the language of the text-book.

The recitation has other functions than those involved in reproducing what has been learned, which it is not our purpose to consider at this time.

THE READING CIRCLE.

THE Board of Directors of the Teachers' Reading Circle have met and determined upon a plan of organization and a course of study for the first year. It will require four years to complete the course contemplated, but only the subjects of study for the first year will be published at this time.

The course provides for two parallel lines of study, one professional and the other for general culture. The professional study is that which will mark it as the *teachers'* reading circle, in contradistinction from the many other literary circles in the State.

The studies pursued during the first year will be Mental Science, Methods of Instruction, and General History.

Mental Science is strictly a science subject, but since it is that science which forms the basis for all professional study it is classed as a professional study. It does in reality belong to the culture studies.

The course in Methods of Instruction will be arranged for two classes of teachers. One, an elementary class who have never given any serious and prolonged study to the subject, and the other a more advanced class that can study methods from the stand-point of their principles.

It should have been stated above that a similar classification will be made of those studying mental science.

General History was selected for the first year instead of Natural Science or Literature for several reasons. It was not considered by the board a matter of much importance which of these three was begun first. It is the design to include them all in the course of four years.

Of the two subjects, Literature and General History, the history logically precedes, and forms a better basis for the study of literature than literature would for history. Besides, general history will need to be studied before any intelligent study of the history of education can be made.

Arrangements are being perfected by which the books adopted by the Board of Directors can be obtained by the teachers easily and at reduced prices. All members of circles will be entitled to these reductions.

It is also in the plan for the board to issue an outline of study in the different subjects for each month. This will probably be published in the different educational journals of the State, and thus be made easily accessible to every teacher.

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ON TEACHING GEOGRAPHY.

ALL teaching aims at putting the pupil in possession of what he had not previously possessed. The value of teaching is directly proportioned to the clearness with which it presents those ideas to be apprehended by the pupil. A competent teacher will, therefore, seek for evidence of teaching power, not in sounding diplomas and in long time licenses to teach, but in the mind of the pupil upon whom that power has been tried. He will find that all the ideas which the teacher sought to present have taken on clear and definite forms in the mind of the pupil. He will conclude, and rightly, that that teacher has power, however inartistic and ungraceful his external method may be; while, on the other hand, if he find the mind of the pupil in a condition of doubt and uncertainty; if the ideas which the teacher sought to present have taken on only vague, confused, and indefinite forms, then he may say, and rightfully too, that that teacher lacks power, however artistic and graceful his method, in its external aspect, may appear.

There are some intellectual processes which are always accompanied by pleasurable feeling. Such a feeling is sure to arise at the moment when the mind is in the act of seizing a new idea.

This is in itself an important pedagogical fact; but it is of still greater importance that the pleasurable feeling attending the acquisition of new ideas is directly proportioned to the degree of clearness with which those ideas are apprehended, both in themselves and in their relation to other ideas. And this principle is general. It applies to one subject equally well to another.

The acquisition of a new idea in arithmetic is no more to be attended by the feeling of pleasure than the acquisition of one in geography, provided both are apprehended with clearness.

It follows, therefore, that when a teacher has the power to create in the minds of his pupils a vivid and true conception of the matter which he has occasion to present, he possesses the secret of interesting his class, whatever be the subject which he undertakes to teach.

It also follows that when a teacher experiences difficulty in keeping his class interested in a given study, he is not at once to conclude that the subject matter is in itself uninteresting, but rather that he is not succeeding in making the new ideas which it involves take on clear and definite forms in the minds of the pupils.

The foregoing observations apply with special directness to the teaching of geography. In teaching this subject a majority of teachers experience difficulty in sustaining the interest of their classes. Not long since the king of Belgium offered a reward of five thousand dollars to any one who should devise the best method of making the study of geography interesting in the common schools—a fact which clearly indicates that the difficulty in question is not only widely prevalent but also generally recognized. It arises from the fact that the ideas which the pupil receives in this part of his school work are vague and indistinct. The study of geography is too often a study of words instead of ideas. The pupil, in preparing to recite, is not made to distinguish between the words of the geography lesson and the geography lesson of the words; while in the recitation itself the teacher too accepts a ready repetition of the words of the lesson as evidence that the pupil knows the geography of the lesson. So far as the pupil is concerned it is difficult to conceive of a more dull, tedious, and uninteresting exercise than that of learning and repeating the words of a lesson which to him have no definite meaning. Yet this is precisely the state of things met with in the geography work of a majority of the public schools.

The first movement toward a remedy must be made by the teacher. He must know the nature of the great fact which geography seeks to investigate. He must be able to grasp the deep meaning of the phrase, "The life of the globe." He must catch something of the real spirit of geographical science—a thing which he may do by reading repeatedly, deliberately, and thoughtfully such a book as "Guyot's Earth and Man."

With his mind in such an attitude toward the subject the teacher himself can not fail to be enthusiastic; and enthusiasm on the part of the teacher is in itself a promoter of interest on the part of the pupil.

Again, he must distinguish between the descriptive and explanatory portions of each lesson, and must adapt his method accordingly. He must recognize the fact that the teaching of a descriptive lesson consists, essentially, in the development of a mental picture in the mind of the pupil; and that the method of the teaching will be exactly proportioned to the clearness and sharpness of outline which this picture presents. He must also see that the teaching of the explanatory portions of a lesson consists essentially in causing the pupil to apprehend relations between ideas, and that those relations are chiefly those of cause and effect.

Finally, he must test his pupils—not simply to ascertain whether they can repeat the words of the lesson, but to ascertain whether their mental picture of things described, and their understanding of things explained, are accurate.

When this is done, and when, teaching in this spirit, the teacher can once bring his pupils to feel the delight which the commandment of mastery of new ideas is ever sure to bring, he will, in all probability, have no further occasion to complain that Geography is an uninteresting study.

OFFICIAL DEPARTMENT.

THE AGE OF APPLICANTS FOR LICENSE.—[Letter-book G., p. 507.] While the law fixes no limit as to the age of applicants for license to teach, yet I think a county superintendent, in the exercise of his power to fix the standard of qualifications (S. 4425) may, with the approval of the county board of education, make and act upon a reasonable rule on that subject; as, that no person who is under eighteen years of age shall be licensed.

EXAMINATION IN LARGE CITIES.—[Letter-book G., p. 508.] Cities of thirty thousand inhabitants or over, whose school systems are organized under 54.457-44.464 R. S., are empowered to employ teachers. All other teachers not holding state certificates must be examined by the county superintendents, in accordance with Section 4. See Note 4, under the same.

The above are selected from my recent decisions.

JOHN W. HOLCOMBE
Sup't Public Instruction

EDITORIAL.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

A HOAX.—Some malicious practical joker recently wrote an extended description of an immense cave, rivaling even the Mammoth, which had been recently found near Merom, Ind. It was minutely described as to size, appearance and contents, and the names of finders together with the names of some of the Professors of U. C. College, near by, who had explored it were given. This article was published in full in a local paper and in the *Cincinnati Enquirer*, and extracts have been copied all over the country. The whole thing is a *lie*. No such cave has been discovered.

RIGHTS OF TEACHERS.

Teachers have some rights which trustees and school boards should feel bound to respect. When a teacher has taught a good school, other things being equal, he has a *right* to the same place. The interest of the school as well as justice to the teacher demands this. If a teacher is at all capable he will teach a much better school when he has become thoroughly acquainted with pupils and patrons. If a teacher is made to feel that efficient, faithful work is to stand for nothing in the way of retaining a position, a great incentive to hard work is removed. The *rule* should be to re-employ a teacher unless there is some good reason for doing otherwise, and this should hold in country and city alike. 'In a city employing a superintendent, if a teacher does not give satisfaction he should be honestly and frankly criticised, and given to definitely understand wherein his fault lies. This gives a teacher ample opportunity to correct faults, and if he fails to do so, he has no ground to complain if not retained. The custom with some superintendents and school boards is to allow an unsatisfactory teacher to run on to the end of the year and then *drop* him; this being the first intimation the teacher has had that his work was unsatisfactory. As a rule, a teacher or a superintendent who is not to be re-employed should be notified of the fact before the end of the term or year, that he may perfect his plans or have the opportunity of resigning.

A teacher's reputation is his capital, and a school board right to needlessly impair it.

The above article was suggested by the action of a school that recently dropped a superintendent without any warning ever; and of another board that dropped several teachers without warning to them or the superintendent, and against the wishes of the superintendent.

Trustees who can not place the highest interest of the school above all personal, social, and partisan influences is not worthy of his office.

STATE SUPERINTENDENTS.

Since the last issue of the Journal both the Republican and Democratic parties have held their state conventions and each has nominated its candidate for Superintendent of Public Instruction.

The Republicans nominated Barnabas C. Hobbs, who has served one term in the office. Mr. Hobbs has been so long the teachers of Indiana and has filled so many prominent positions that he is extensively known and needs no introduction. According to the family Bible and the almanac he is about 66 years of age. Judging from his physical and mental vigor and his buoyant spirit, he is not over forty. An old acquaintance of Mr. Hobbs has recently said in my hearing, "I believe that Barnabas Hobbs has as vigorous mental grasp as he had twenty years ago." Even if it is that he has not abated any of his interest in educational matters.

Since leaving the office of State Superintendent he has spent more than two years in Europe, and while there gave much attention to the systems of education. He has been and is actively interested in the education of the Indians, especially those of North Carolina, where several schools have been established.

He has been for many years a member of the Board of Trustees of the State Normal School, and is one of its most efficient members. His frequent visits to the school have done much toward keeping him informed as to the latest thought and best methods in education. Mr. Hobbs is dignified and scholarly, not only, but he has large and valuable experience with men and affairs.

The biographical sketch of Mr. Hobbs, found elsewhere in this issue of the Journal, by Hubert M. Skinner, will be read with interest at this time.

John W. Holcombe, the present incumbent, has been recommended by the Democratic party. This is a fitting endorsement of Mr. Holcombe's work in the office up to date. He entered upon his duties in April, 1883, under some embarrassment, owing to the feeling on the part of many that he lacked age and experience, but he

older (being thirty past), and has had additional experience. He has from the first attended closely to business, treated every body with courtesy, and done all his work so acceptably that his friends have been highly gratified and his opponents have been favorably disappointed and now give him their cordial support. His recent compilation of the school laws of Indiana meets every where with hearty commendation.

Mr. Holcombe is scholarly, having graduated from the regular course at Harvard in 1875. Taking it all in all his party could not easily have done better. He has done well the first term of his administration, and if re-elected his experience will enable him to do still better the second.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The Association will meet this year at Madison, Wis., July 14-18. The prospects are that it will be the largest and the best educational meeting ever held in America. More than a month prior to the opening of the meeting 2500 people had written and engaged rooms. This would indicate an attendance of 4000. In answer to a question Pres. Smart recently said, "The programme is the best ever made in this country. No other ever contained the names of so many able educators." It will pay to go.

The President of the Association, Thos. W. Bicknell, of Boston, should have conferred upon him the title Lieutenant-General for the manner in which he has worked up and carried forward this enterprise.

HOTEL RATES will be from \$1 to \$2.50 a day. There is a uniform rate of \$1 a day at private houses. Ample provision is made to entertain all who attend, but it will be wise to engage a stopping place in advance. Write to Hon. J. H. Carpenter, Madison.

RAILROAD RATES.—All the leading roads leading in the direction of Madison have offered reduced rates. All Indiana teachers will have to pass through Chicago, and they can estimate the cost of the trip from these data: From the R. R. Supt. we are informed that the Indiana roads leading to Chicago will charge the uniform price of a *fare and a third* for a round-trip ticket. The fare from Chicago to Madison, round trip, is \$5 55. This added to the *four-thirds* rate from point of starting to Chicago will give entire cost.

Since receiving the above rates the *Pan-Handle* road has reduced its rate to Chicago to a *single fare* for a round trip. So on all the lines of this road a single fare to Chicago plus \$5.55 will give price of round trip ticket for entire distance. The ticket to Chicago can not be bought separately. As the *Pan-Handle* has the additional

advantage of making close connection at Chicago, without t
it will perhaps pay teachers to go by this line.

Tickets are good from July 4th going, and good till Aug
returning; *but*, they are good only *five* days after they are
at Madison for return.

Cheap Excursions are arranged from Madison in all di
and to nearly all points, including Colorado, California, (C
National Park, and even Alaska.

GEMS OF THOUGHT.

A HANDFUL OF PROVERBIAL EXPRESSIONS.

1. Necessity, the mother of invention.—*Farquhar*.
2. Death loves a shining mark.—*Young*.
3. Order is Heaven's first law.—*Pope*.
4. While there is life there's hope.—*Gay*.
5. The very pink of perfection.—*Goldsmith*.
6. Forbearance ceases to be a virtue.—*Burke*.
7. Small Latin and less Greek.—*Ben. Johnson*.
8. The child is father of the man.—*Wordsworth*.
9. A thing of beauty is a joy forever.—*Keats*.
10. Ill blows the wind that profits nobody.—*Shakespeare*.
11. To maken vertue of necessite.—*Chaucer*.
12. Comparisons are odious.—*Donne*.
13. Bear up and steer right onward.—*Milton*.
14. To err is human; to forgive, divine.—*Pope*.
15. Learn the luxury of doing good.—*Goldsmith*.
16. Barkis is willin'.—*Dickens*.
17. A little learning is a dangerous thing.—*Pope*.
18. All that glitters is not gold.—*Shakespeare*.
19. Look before you ere you leap.—*Samuel Butler*.
20. Remedy worse than the disease.—*Bacon*.
21. And what is so rare as a day in June?—*Lowell*.
22. 'Tis distance lends enchantment to the view.—*Campbell*.
23. Plain living and high thinking.—*Wordsworth*.
24. Bread is the staff of life.—*Swift*.
25. Thoughts that breathe and words that burn.—*Gray*.
26. Sea of upturned faces.—*Scott*.
27. Just as the twig is bent the tree's inclined.—*Pope*.
28. The human face divine.—*Milton*.
29. Youth on the prow and Pleasure at the helm.—*Gray*.
30. I seem to tread on classic ground.—*Addison*.
31. Talkers are no good doers.—*Shakespeare*.
32. Drink, pretty creature, drink.—*Wordsworth*.

33. The feast of reason and flow of soul.—*Pope*.
34. Brevity is the soul of wit.—*Shakespeare*.
35. None but the brave deserve the fair.—*Dryden*.
36. On the perilous edge of battle.—*Milton*.
37. Uneasy lies the head that wears a crown.—*Shakespeare*.
38. A book's a book, although there's nothing in it.—*Byron*.
39. Where ignorance is bliss, 'tis folly to be wise.—*Gray*.
40. When found, make a note of.—*Dickens*.
41. Come, gentle spring! ethereal mildness! come.—*Thomson*.
42. O for a lodge in some vast wilderness.—*Cowper*.
43. Hail to the Chief who in triumph advances!—*Scott*.
34. This world is all a fleeting show.—*Moore*.
45. The pen is mightier than the sword.—*Bulwer*.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR MAY.

THEORY OF TEACHING.—I. What are the different purposes of the recitation? 20

2. What is the relative importance of the recitation compared with the other exercises of the school? Why? 2-10

3. What are the characteristics of a good recitation? 20

4. What is the attitude of mind which must be secured in the class to make the recitation a success? 20

5. State the objections to concert recitation. What are the advantages, and in what subjects? 2-10

READING.—I. What inflection is generally required by negative sentences and parts of sentences? 10

2. What words require opposite inflection? 10

3. What is used to express irony and sarcasm? 10

4. Why do small children nearly always make use of correct inflection in their conversation? 10

5. Regarding a reading lesson as a study in literature, what things are to be considered? 10

6. Read a selection. 50

ORTHOGRAPHY.—I. How many sounds has o? Give words illustrating each sound.

2. How many sounds has th? Give examples.

3. When are w and y vowels? When are they consonants? Illustrate.

4. Mark the following words diacritically: weight, beauty, gage, chicken, and chaise.

5. Spell the following words correctly, using capitals with nouns and proper adjectives:

- | | |
|---------------|-----------------|
| 1. milishy | 6. privalige |
| 2. indicitive | 7. seperate |
| 3. gramor | 8. rooshian |
| 4. nomitive | 9. indelebel |
| 5. wooster | 10. laffyyette. |

GRAMMAR.—1. Name the different parts of speech. Write sentences in which the word *man* should be used as three different parts of speech, and designate.

2. What is a sentence? Upon what grounds may sentences be separated into classes? Name the classes.

3. What are the kinds of modifying elements, as to use, which a sentence may contain? Illustrate by examples.

4. In what grade of school should the study of technical grammar be commenced? Give your reasons.

5. Construct a sentence in which an infinitive is used both as a subject and an object. Parse the subject.

6. Justify the use of the singular verb and pronoun in the following: "The lowest mechanic, as well as the richest citizen, *is* proud of *his* rights."

7. Capitalize and punctuate the following: if i may judge of the gorgeous colors and the exquisite sweetness and variety of his autumn i should say is the poet of the family.

8. Analyze the above sentence.

9. Parse *if, sweetness, may judge, say*.

10. Write all of the participles of the verb *see*, in both the active and the passive voice.

GEOGRAPHY.—1. Indicate the pronunciation of the following words: Colorado, Antilles, Kansas, Paraguay, Panama.

2. From what two places is longitude reckoned, and how many degrees are they apart?

3. What divides the Eastern Hemisphere from the Western?

4. Mention a peculiar feature of Utah Territory—of Wyoming Territory—of Indian Territory.

5. How are the United States bounded? What is their total population?

6. What change has been made in the location of the Capital of Dakota Territory?

7. When is the earth nearest the sun, and when farthest from it?

8. How far north or south of the equator do the rays of the sun ever fall vertically?

9. Where in Africa is the English language spoken? In South America? In Asia?

10. What is the United Kingdom? Who is its sovereign? How is its legislation conducted?

PENMANSHIP.—1. What is the base line? The head line?

2. Describe the proper position of the thumb in holding the pen. The relative position of the arm and paper, or copy-book.

3. Describe the arm-rest; the hand-rest.

4. Analyze the letters *t* and *y*.

5. What instruction would you give to a class before attempting to write the letter *u*?

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked 50 or below, according to merit.

PHYSIOLOGY.—1. (a) How many classes of food are there? (b) Name them.

a-5; b-5

2. What is the constitution of the gastric juice?

10

3. (a) Describe the liver. (b) What are its functions?

a-5; b-5

4. What is the chemical constitution of bone?

10

5. How do the arteries and veins differ in structure?

10

6. What does the nervous system comprise?

10

7. What changes take place in the blood by respiration?

10

8. What is disinfection?

10

9. What is the "blind spot"?

10

10. Why are catarrhal troubles common among school children in winter?

10

U. S. HISTORY.—1. Name five people from whom early explorers or settlers came, or are said to have come to this country?

5 pts, 2 ea.

2. Who discovered Florida? Why was it so named?

5-5

3. What was the peculiarity of the charter of the Connecticut Colony?

10

4. Give an account of the retreat across the Delaware, with its result.

10

5. What was the advantage to this country from the Treaty of Ghent, which the histories say settled nothing?

10

6. What startling condition of things was revealed by the way in which Lincoln's first proclamation for volunteers was received at the south?

10

7. Give the history of the Emancipation Proclamation.

10

8. Tell the story of the Alabama.

10

9. What two amendments to the Constitution were adopted in Johnson's administration?

5-5

10. What important purchase was made in that administration? What important trial took place?

5-5

NOTE.—All descriptions to be confined six lines each.

ARITHMETIC.—1. In packing books to fill an order, it was that if they were packed in boxes containing either 48, 56, 64 books in each, there was a remainder of 18 each time; but if packed in boxes containing 50 each, there was no remainder. How many books were ordered?

2. Divide 375 by .75 and .75 by 375, and find the sum and difference of the quotients.

3. If the weight of a bushel of wheat is 60 pounds, how many bushels that hold 2 bu. each will be required to contain 3 t. 4 cwt. 20 lb. of wheat?

4. The distance from Boston to Chicago is about 843 miles. A degree of longitude at Boston contains about 51 miles; what time of day at Boston, what is the time at Chicago?

5. When money is worth 9 per cent. interest, A bought \$800 worth of goods, kept them 4 months, and sold them for \$959.10; what per cent. on the cost did he gain?

6. A boat is rowed at the rate of six miles an hour, and is 44 feet in 9 strokes of the oar; how many strokes are made in a minute? Solve by proportion.

7. What is the side of a cube equal to a pile of wood 242 ft. long, 12 ft. wide, and 7 ft. high?

8. A and B have the same amount of money; if A had \$20 more and B \$10 less, A would have $2\frac{1}{2}$ times as much as B; what has each? Solve by analysis.

9. What sum of money will yield as much interest in 3 years at $4\frac{1}{2}$ per cent., as \$540 yields in 1 year, 8 months, at 7 per cent.

10. A note of \$1,250, dated July 5, 1868, was paid June 1, 1869, with interest at 8 per cent.; what was the amount paid?

ANSWERS TO STATE BOARD QUESTIONS FOR JUNE

GEOGRAPHY.—1. The Dominion of Canada extends from the United States to the Arctic and from the Atlantic to the Pacific. It embraces seven provinces. Ottawa is the capital. Montreal, Quebec and Toronto are its three largest cities.

2. Greece is remarkable for having been the leading country of the world in civilization, literature and art. It has a very fertile soil capable of producing in profusion all the products of the warm temperate regions; but agriculture is neglected. It has also rich mineral deposits that are left undeveloped. Its ruler is a king who inherits his office. The legislative power is vested in the king and a single body of representatives elected every four years.

3. Lisbon and Oporto. Port-wine.

4. Massachusetts—manufacturing, commerce, fisheries; Pennsylvania—mining, manufacturing, commerce, agriculture; Iowa—mining, stock-raising, and agriculture; Colorado—mining, stock-raising; Florida—raising of tropical fruits, commerce.

6. United Kingdom. Great Britain and Ireland.

7. Sultan, Khedive, Emperor.

8. Brazil, Rio Janeiro.

9. France and Switzerland. France is about three-fourths the size of Texas. In manufactures it ranks next to Great Britain. Public education is provided for by the State. It lies southeast of England, and has a hilly and mountainous surface in the east. The valleys of the Seine, Loire, and Garonne lie in the western part. The greater part of the people live by agriculture. The usual grains and fruit crops of the North Temperate Zone are produced. The beet is quite extensively cultivated for the manufacture of sugar. The orange, the olive and the vine are found in the southern sections. Paris is the capital. Switzerland is a land of snowy peaks, mountain torrents, crystal lakes, picturesque valleys, and the grandest scenery in Europe. The capital is Berne.

10. Tobacco—Kentucky, Virginia, Tennessee, Ohio, Maryland. Rice—South Carolina, Georgia, Florida, North Carolina, Mississippi. Cotton—Mississippi, Georgia, Alabama, Louisiana, Florida, Arkansas, Texas. Wheat—Illinois, Iowa, Minnesota, Wisconsin, Indiana, Ohio, New York, Colorado.

ARITHMETIC.—3. $.027538 + .0326 = .84472 +$. The quotient is larger than the dividend. We subtract it algebraically and obtain—.717182.

4. $(9 \times 6 \times 6 \times 1728) \div 2150.4 = 260.35$ bu.

5. $714 \text{ min.} + 54 \text{ min.} = 18\frac{3}{4}$, difference of longitude in degrees. $13\frac{3}{4}^{\circ} = 13^{\circ}, 13', 20''$. This gives a difference in time of 52 min. $53\frac{1}{2}$ seconds. Since W. has later time than St. L., it is 52 min. $53\frac{1}{2}$ seconds after 9 o'clock at W.

6. He lost $\frac{1}{3}$ and sold the remaining $\frac{2}{3}$ at 50% profit. $50\% = \frac{1}{2}$; $\frac{1}{2}$ of $\frac{2}{3} = \frac{1}{3}$ gain. As he lost $\frac{1}{3}$ and gained $\frac{1}{3}$ there was no loss or gain by the whole transaction.

7. \$300 for 5 mo. = \$1500 for 1 mo.

700 for 3 mo. = 2100 for 1 mo.

200 for 8 mo. = 1600 for 1 mo.

\$1200

600 for 2 mo.

\$5200

1200 for 1 mo.

\$600 for 7 mo.

\$4000 for 1 mo.

$\$4000 \div \$600 = 6\frac{2}{3}$. Ans. The other half should be paid in $6\frac{2}{3}$ mo.

8. $\sqrt{4^2 + 3^2} = 5$ ft., diagonal distance between the lower corners.

$\sqrt{5^2 + 2^2} = \sqrt{29} = 5.4$ —. Ans. 5.4 ft. nearly.

9. 20 men : 10 men :: 5 days.
 8 hrs. : 6 hrs.
 6 ft. : 7 ft.
 50 yds. : 180 yds.
 18 in. : 4 ft. (48 in.) Ans., 21 days.
10. $\frac{2(75 + 125) \times 5}{16} = 125$. Ans., 125 boards.
11. $\frac{\frac{1}{2} + \frac{2}{3}}{2\frac{1}{2} \times \frac{1}{4}} = \frac{\frac{3}{3} + \frac{4}{3}}{\frac{1}{4} \times \frac{1}{4}} = \frac{\frac{7}{3}}{\frac{1}{16}} = 2$.
 $2 \times 225 = 450$. $450 \div .000205 = 2195121 +$.

THEORY OF TEACHING.—I. Thinking, feeling, and willing.

2. The using of his five senses to gain knowledge, his mind in recalling such knowledge.

3. Because the child's powers of perception are most active because it is through these powers that all primary ideas must

4. Because a picture can be seen only, and that from one point of view, while objects may be seen from many points of view and may be touched, thus bringing in another sense which will give a more vivid impression.

5. By referring to objects that he has seen he may be made to call them up and by his power of imagination enlarge and combine them. We wish to teach the idea of an island. The child has never seen an island. Ask him to call up the little elevations in the land that are surrounded by water when it rains. Then ask him to imagine them many times larger.

GRAMMAR.—I. Words are the signs of ideas. Words are classified into classes called parts of speech on the ground of their use in the sentence.

2. The essential elements of a sentence are the subject and predicate. These elements are essential because a sentence cannot exist without them.

3. A person *that uses discretion* will make friends. A person *with discretion* will make friends. A *discreet* person will make friends.

4. The purpose in the study of technical grammar is to analyze the *theory* of language. The purpose in language lessons is to acquire the *use* of language.

5. An infinitive is the verb used without limitation. I *like to write* (noun) sentences *to be read* (adjective) by some teachers who *read to criticise* (adverb).

6. The verb is singular to agree with the singular subject.

7. Of all results this is the most to be dreaded. The use of the word *others* excludes this result from consideration, therefore it should be omitted.

8. A large, rough mantle of sheepskin, fastened around the loins by a girdle or belt of hide, was the only covering of that strange, solitary man, Elijah the Tishbite.

9. This is a simple, declarative sentence. Log. sub., A large, rough mantle of sheepskin, fastened about the loins by a girdle or belt of hide. Gram, sub., Mantle, modified by the adjectives a, large and rough; the participial phrase, fastened around the loins by a girdle or belt of hide; participle, fastened, modified by prepositional phrase, around the loins; loins is modified by the prep. phrase, by a girdle or belt of hide. Log. pred., Was the only covering of that strange, solitary man, Elijah the Tishbite. Gram. pred., was, with attribute covering; covering is modified by adjectives the and only, and prep. phrase, of that strange, solitary man, Elijah the Tishbite; man is modified by appositional phrase, Elijah the Tishbite.

10. Man is a noun, common, third person, singular number, objective case, governed by prep. of. Elijah is a noun, proper, third person, singular number, masculine gender, objective case, in apposition with man. Tishbite is a noun, proper, third person, singular number, masculine gender, in apposition with Elijah.

MISCELLANY.

C. M. Merica, county superintendent, will hold a normal at Auburn, beginning July 7th.

LADOGA NORMAL.—This school is in the charge of S. F. Knotts. Its summer term opened June 10th.

ELKHART.—T. B. Swartz has closed a good year at Elkhart, graduating fourteen from the high school.

ELWOOD.—The enterprising town of Elwood sent out seven graduates from its high school—H. W. Fellow, principal.

The thirty-third meeting of the American Association for the Advancement of Science, will be held at Philadelphia, Sept. 4-10.

THE RICHMOND NORMAL held its first commencement exercises June 27th, with eight graduates. The school has made a good start and has done excellent work.

KOKOMO.—The schools close this year in the most satisfactory manner, with a general feeling that a more successful year's work has never been done. Sheridan Cox is still at the helm.

GOSHEN.—The schools are reported in good condition. The high school has just graduated five. A. Blunt is still superintendent, and Miss Emma R. Chandler is still principal of the high school.

PULASKI COUNTY.—Supt. W. E. Netherton is preparing a map which is to contain much valuable information, and the county has ordered a large edition so that all interested may be supplied.

WESTMINSTER SEMINARY, AT FORT WAYNE.—The first annual catalogue of the school is out and indicates a prosperous year. The principals, Miss Carrie B. Sharp and Mrs. D. B. Wells, are both experienced class teachers.

CAMBRIDGE CITY.—Hon. E. E. White made an address at the graduating exercises of the Cambridge City high school. Supt. F. L. Sanders presented the diplomas. Miss Jennie E. Horn was principal of the high school.

NEW ALBANY.—The local papers speak in very high terms of the work done in the schools the past year, and compliment Supt. T. on the excellent results. Special mention is also made of the work done by R. A. Ogg, as principal of the high school.

KOSCIUSKO COUNTY.—The graduating exercises of the Kosciusko county schools took place under the supervision of Supt. Anglin on June 21st. A large and intelligent audience was present and listened to an interesting address by E. E. Smith, of Purdue University.

LA PORTE.—The annual report of the schools indicates progress. W. N. Hailman, the noted kindergarten man, is superintendent and has started in on several new lines. Mr. Hailman has ideas, and the trustees seem to be willing to give him a fair opportunity to execute them.

ANTIOCH COLLEGE, of which Horace Mann was president when he died, has just closed a very prosperous year. In connection with the commencement exercises a monument in honor of Mr. Mann was unveiled with appropriate ceremonies. Rev. A. D. Long was present efficient president.

VINCENNES UNIVERSITY.—The catalogue of this school for 1900 is before us. It shows the school in a prosperous condition. The increased prosperity is perhaps due to the additional money received last year from the lottery swindle. That lottery business was a disgrace, not to the teachers, but to the trustees.

PURDUE UNIVERSITY.—The tenth annual catalogue of Purdue University, in hand, showing an annual attendance of 213 students, only six less than the preceding year, notwithstanding the fact that the lower part of the preparatory department had been discontinued. This indicates a healthy growth. The last commencement was an unqualified success. There were ten graduates—four of whom were ladies. The prospects for next year are pronounced "most excellent." President Smart seems to be rendering general satisfaction.

TERRE HAUTE.—A short visit to District No. 1 of these schools, of which John Donaldson is principal, was well repaid. This school enrolls over 770 and employs thirteen teachers, and yet not one case of corporal punishment occurred in the past year. The order has been good—better than ever before, and the cases of suspension fewer. A good record.

DE PAUW UNIVERSITY is enjoying a season of unexampled prosperity. The large accession of money brings all other good things. The faculty the coming year will number twenty-seven professors and instructors. The building committee, consisting of W. C. De Pauw, M. Newkirk, D. L. Southard, and Prof. John E. Earp, is active and the new work is progressing satisfactorily.

JAY COUNTY has not only prospered in a material sense, but has made rapid strides, for some years past, educationally. The schools have been carefully graded, a course of study has been followed, the school houses and grounds have been improved and beautified, and a better spirit prevails throughout. Eleven years ago, in length of school term, school maps and apparatus, and system in school, eighty counties out of the ninety-two surpassed Jay; four years ago fifty surpassed it; and now but eighteen stand ahead. This indicates the growth, and much of this progress must be credited to Supt. Will. J. Houck.

J. W. F.

ISLAND PARK ASSEMBLY promises to be a greater success this year than ever before. As most readers of the Journal know, this assembly is held near Rome City, on the Grand Rapids Railway, on a beautiful island in Sylvan Lake. The place and surroundings are simply delightful, and a more desirable place to combine healthful recreation and enjoyable instruction can hardly be found.

The Northern Indiana Teachers' Association meets there July 1st, and the Assembly proper follows this and continues to the end of the month. The programme includes Sunday School, Normal, and Schools of Science, Language, Elocution, Kindergarten, Music, Art, Microscopy, and Popular Lectures. Many distinguished names appear on the programme.

The entertainment is cheap, and you can secure reduced rates on the railroads. Write to Rev. A. H. Gillett, Rome City, Ind., for full programme of particulars.

STATE NORMAL.—The normal has just closed its most prosperous year. The average attendance has been about 400. Commencement week was full of interest. The commencement exercises were of a very high order, showing the results of the mental training peculiar to the school. About fifty county superintendents were present and expressed themselves highly pleased, and passed some very complimentary resolutions.

The night following the commencement the Alumni gave a banquet, which was attended by about 200. The following toasts responded to:

1. The Normal School and the State. Response by State Holcombe.
2. The Normal School and the Home. Response by President of the Board, Murray Briggs.
3. The Normal School. Response by President of the Faculty, George P. Brown.
4. Trained Teachers for the County Schools. Response by Supt. H. H. Hill, Aurora, Ind.
5. The Alumni. Response by D. M. Nelson, Supt. Jasper.

THE STATE TEACHERS' READING CIRCLE.

An important meeting of the Board of Directors of the State Teachers' Reading Circle met in this city on the evening of the 10th. All the members were present except J. C. Macpherson. The circle was permanently organized by the election of J. J. Mills for president and H. M. Skinner for secretary. The latter was requested to act as temporary treasurer.

The length of membership was determined by lot, as follows: For one year, G. P. Brown and Mrs. Emma Mont. McRae; for two years, R. G. Boone and H. M. Skinner; for three years, J. C. Macpherson and Mrs. M. C. Dennis; for four years, J. J. Mills and H. B. Hill.

The course of study as arranged for the present year is as follows: Pedagogics, "Fitch's Lectures on Teaching," or "Parker's Talks on Teaching. Mental Science, "Brooks' Manual," or "Seeley's Principles of Psychology." General History (to be selected).

R. G. Boone and Mrs. Dennis were appointed to select a text in general history, the Board recommending that of Barnes if provided satisfactory arrangements could be made with the publishers. R. G. Boone was appointed to outline the work in mathematics; Geo. P. Brown, the subject of methods of instruction; H. B. Hill, the general history. To Geo. P. Brown was assigned the business of arranging a plan for securing the books to be used.

PLAN OF ORGANIZATION.

1. Any teacher or other person in the State of Indiana may become a member of this Circle by forwarding his name to the manager of his county, together with a pledge to faithfully pursue the prescribed course of study and pay a fee of twenty-five cents for the present year, and for future years such fees as may be decided at the beginning of the year.

2. In case there is no manager within a county, any teacher may become a member of the State Circle and receive all the benefits of the same, by applying to the manager of an adjoining county. The members of the State Circle resident in any town, township or neighborhood, may form a Local Circle, which shall meet once every week or fortnight, as they may elect, for the purpose of reading and discussion.

3. Each Local Circle shall elect a secretary, whose name shall be reported to the county manager, and who shall act as the medium of communication between the Local Circle and the county manager; but this provision shall not preclude the possibility of individuals, who are not members of a Local Circle, reporting directly to the county manager.

4. The general direction of the work in each county shall be placed in charge of the county superintendent, or other person to be appointed by the State Board of Directors, who shall be called the county manager.

5. It shall be the duty of the county manager to transmit to the teachers of his county all circulars, books, examination questions, etc., issued by the Board of Directors; to solicit and transmit to the Board of Directors names of members and membership fees, and all examination papers, etc., that shall be called for, and to discharge all duties devolving upon him as the medium of communication between the Local Circles and the Board of Directors.

6. The Board of Directors shall establish and maintain at the capital of the State a Central Bureau, under the charge of the Secretary of the Board, to whom all communications from county managers shall be addressed. Said Bureau shall, for the present, be located at the office of the State Superintendent of Public Instruction.

7. It shall be the duty of the State Board of Directors to arrange and prescribe two or more lines of reading along which the reading of the Local Circle and individual members shall be pursued, but the amount of reading to be done within any given time, and other details of the work, not herein provided for, shall be arranged by the county manager in conjunction with the secretaries of the Local Circles of the county.

8. It shall be the duty of the State Board of Directors to make provision for all requisite examinations and the issuance of certificates and diplomas.

E. J. Robison, formerly of Cleveland, O., will hereafter represent Van Antwerp, Bragg & Co. in Northern Indiana, with headquarters at Kendallville. He is an affable gentleman and will doubtless make many friends among the educational people of the Hoosier State.

REPORT OF THE STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The convention of county superintendents that was held July 13, was one of the largest and one of the most profitable yet held. The chairman, State Supt. Holcombe, in his opening remarks reviewed the work of previous years. He said that the first State convention was called by Supt. Hoshour in 1862. The second convention was called by Supt. Hoss in 1866, and was much more successful than its predecessor. It discussed the propriety of several changes in the school law, the most important of which was that allowing tax for tuition. The third convention was called by Supt. Hopkins in 1873, soon after the county superintendency law went into effect. These meetings have been held annually since.

As State Supt. Holcombe will print in full in his report the remarks read before the convention, the Journal will only give some of the more important features—reports of committees and resolutions.

"The Teachers' Reading Circle" was fully discussed and highly endorsed. [See report of Reading Circle Committee on another page.]

TOWNSHIP LIBRARY.

Mr. Albert E. Fletcher, not a superintendent, but a gentleman of wide experience, has had practical experience in establishing a neighborhood library. He has read a most excellent paper before the convention. He takes a firm ground in favor of furnishing such books, first, as the boys and girls will read, and after the *habit* of reading has been formed, lead them toward a higher and still higher class of reading. He closes his paper on this most important subject with the following:

Archbishop Trench, in his *Mediæval Church History*, (page 100) says: "There are some conflicts which, so to speak, are *due*; they may arrive a little sooner or a little later, the exact moment of their breaking out being determined by the action of some single cause, but which in themselves are inevitable." Gentlemen, this conflict is *due*; it is inevitable: shall not your united will determine the moment of the breaking out to be—*now*?

A special committee to whom Mr. Fletcher's paper was referred made the following report, which was adopted:

The committee are impressed with the magnitude of the subject referred, all the more as a satisfactory solution seems to be hard to come about with interminable difficulties, while the objective purpose and end sought is vital to the final perfection of our school system.

When the township library system was first inaugurated there was no county board of education and no county superintendent, and no one to help take care of it, and to aid in cultivating a love for books and a disposition to read. With these additional helps at the p

time, together with the general advancement in educational affairs of the last twenty-five or thirty years, the committee are of the opinion that the old library system in operation, new books being added annually, much better results could be obtained now, than ever before. Still, as the element of personal contact, and individual instruction in the matter of reading, is so potent and so fruitful in its results, the committee are of the opinion that better results can be obtained by a modification of the township system, at least for a series of years, and therefore recommend the following:

1. That the present township libraries be divided into as many classes as there are school districts in each county.
2. That township trustees be authorized by law to use a portion of the special school revenue annually for the purchase of books to replenish their district libraries.
3. That the teacher in each school district be constituted librarian during the time of school, and the director out of school time shall be librarian.
4. That a few books only be purchased at any one time, and that these few be specially well selected at first with reference to the idea of developing a taste for reading.
5. During the interval of school vacation the library should be open all day at least one day in each week, and the committee suggest Saturday.
6. The committee recommend as among the first purchases a few papers and magazine to be placed in the libraries.
7. The committee recommend that each county superintendent be requested to make at least one talk on books in each school once a year.
8. That it be the expressed sense of the convention that the State Legislature should make an appropriation for the support of these libraries, and that this body adopt a course to bring the matter before that body at its next meeting in a forcible way.
9. That there should be a standing committee of such persons as will give it force and weight, to further this scheme of establishing libraries.

ANSWERS TO STATE BOARD QUESTIONS.

The following resolution in regard to publishing the answers to the State Board questions was adopted by nearly a unanimous vote:

WHEREAS, The study of subjects by means of questions and answers encourages superficiality and is a cheap means of cramming and is suicidal to sound scholarship; and

WHEREAS, The publication of the answers to the State Board questions has a tendency to encourage this species of study by relieving teachers of seeking answers for themselves; and

WHEREAS, The space given to these answers if devoted to critical educational articles would be of more value to teachers; fore,

Resolved, That we heartily recommend to the proprietors and editors of all our State educational papers to discontinue the publication of these answers, and pledge our support in encouraging this reform.

COURSE OF STUDY.

Supt. Ernst reported for the committee on course of study, in it was recommended that the course be divided into three standards, at the end of each of which a promotion to the following standard should be made on an examination made by some person other than the teacher in charge. The proposed standards (1) Primary; (2) Intermediate; (3) Advanced, or Graduation report received spirited discussion and was adopted. A committee was appointed to draft a model course of study to accompany the report just adopted. This committee subsequently reported the following model course, which was adopted:

MODEL COURSE OF STUDY.

First Standard—1st Grade, First year.

Reading—First Reader completed; introduced by the word method in conjunction with the object method, afterward combining the two methods.

Spelling—All the words of the reading lesson by letter and sound.

Writing—Blackboard and slate exercise.

Arithmetic—Adding ones, twos, threes and fours. Roman numerals, Arabic numerals.

General Lessons—Language lesson in connection with reading. Object lessons; color, form. Geography; distance and direction.

2d Grade, Second Year.

Reading—Second Reader completed.

Spelling—Written exercises, slate, board and spelling table.

Writing—A complete drill on position at desk, as to pen and pencil, and form of letters.

Arithmetic—Oral lessons, addition, subtraction, multiplication tables constructed as far as learned.

Geography—Home; outline of township, county and state.

Language Lessons—In connection with Reading, Notation and Numeration.

3d Grade, Third and Fourth Years.

Reading—Third Reader completed.

Spelling—All the words of importance in the various lessons. Words defined, spelled by sound and letters, using proper diagrams, marks, slate and blackboard.

Writing—Copy books Nos. 2 and 3; special attention given to position, holding pen, movement, etc.

Arithmetic—Addition, subtraction, multiplication and division, mastered as principles, without the use of text-books.

Grammar—Oral language lessons; analysis by diagram, giving subject, predicate, object and simple modifiers.

Geography—Oral lessons, by subject, to primary geography.

History—Oral lessons; important events and dates. (Occasional.)

Second Standard—4th Grade, Fifth and Sixth Years.

Reading—Fourth Reader completed, supplemental reading introduced.

Spelling—Same as third grade.

Writing—Copy-books to Nos. 4 and 5.

Arithmetic—Practical, to percentage.

Grammar—Elementary, completed.

Geography—Primary geography.

History—Oral lessons.

Physiology—Oral lessons.

Third Standard—5th Grade, Seventh and Eighth Years.

Reading—Fifth Reader completed, suitable supplemental reading.

Spelling—Previous methods continued.

Arithmetic—Completed, giving special attention to analysis and formulas.

Grammar—Completed, including a practical knowledge of composition and analysis by diagram.

Geography—Completed; map drawing and physical conditions mastered.

U. S. History—Completed, and civil government.

Physiology—Completed.

Penmanship—Adopted system completed.

Special—Familiar lessons or tasks in elementary science, and a practical knowledge of the United States system of land survey.

The First Primary Standard shall include the 1st, 2d and 3d Grades or years.

The Second or Grammar Standard shall include the 4th Grade as here outlined.

The Third or Graduation Standard shall include the 5th Grade as outlined.

The Course of Study is not arranged with special reference to any definite length of time. Your committee believe it will apply equally well with a 5, 6, or 7 months term.

In the above course the length of school year is purposely left undecided. Schools in which the annual session is short, say five or six months, will need to take more than one year for the completion

of what is here given as a year's work. Schools in which the course is seven or eight months in length may complete the course in eight years as indicated.

Interesting papers were read as follows: The County Superintendent's Qualifications, by W. H. Mushlitz; The Country Teacher by M. H. La Follette; Needed Legislation and How to Secure It, by W. W. Fuller; The Teacher's License Law, G. A. Osborne; How to secure better Attendance upon the School, W. P. Bailey; Promotion and Graduation, J. O. Lewellen; Teachers' Reading Circle, J. Wilson; Supervision in Country Schools, W. H. Hershman; Schoolship Organization, E. G. Machan; Powers of Trustees, J. R. H.

A committee reported against asking the Legislature to change the examination for license from monthly to quarterly.

COMPLIMENTARY TO SUPT. J. W. HOLCOMBE.

Resolved, That the thanks of this convention be tendered to Supt. John W. Holcombe for the courteous manner in which he cooperated with all school officers—for his very able and comprehensive compilation of the school law of the State of Indiana, his faithful and efficient work as State Superintendent, and his untiring and constant endeavor to improve and elevate the educational interests of the state and nation.

PRIZES AWARDED.

The committee on award of prizes offered by Levy, Baker & Co. for highest merit in graduation manuscripts of examinations in the district school, reported that manuscripts were received from counties of Daviess, Martin, Parke, Ohio, Union, Noble, Delaware, Fountain, Jay, Franklin, Shelby, Johnson, La Grange, Dea and two not named. The committee compliments all the papers and said it was a very difficult matter to decide as to the merits of the papers, but gave a decision as follows:

First Prize—To Mettie Burgess, Addison township, Shelby county.

Second Prize—Hattie Cottingham, Harrison township, Dea county.

Third Prize—Sallie E. Wingate, Salem township, Delaware county.

Most of the Superintendents went to Terre Haute to attend the commencement exercises of the State Normal School, on the following the convention. They were both pleased and entertained in a high degree. They will remember for many years not only the commencement exercises, but the banquet that followed.

Among the resolutions adopted were the following:

1. Advising that the scale of graduation of teachers' licenses adopted by the convention of 1883 be adhered to.

3. Recommending that "specil fitness" be considered in the examination of teachers for graded schools of towns and cities, and that it be made to apply only to persons whose special fitness has been proved by experience, and is known to the superintendent by personal observation or reliable evidence, and that such persons be examined in the eight branches but in grading the examination the superintendent shall not be bound by the usual scale.

3. Cordial approval of Arbor Day exercises, and a request that an Autumn Arbor Day also be observed.

4. Pronouncing the graduation of pupils from the district schools a helpful agency in the greater interest and faithfulness in the work of the schools.

The following officers were elected for the ensuing year :

President—State Supt. J. W. Holcombe.

First Vice-President—A. H. Morris.

Second Vice-President—J. O. Lewellen.

Secretary—William Guthrie.

Treasurer—John P. Carr.

M. A. Mess, Supt. of Franklin county, acted as secretary.

PERSONAL.

T. B. Swartz will remain at Elkhart.

G. W. Bell still holds the fort at Monrovia.

Jas. Du Shane remains in charge at South Bend.

E. A. Bryan is president of Vincennes University.

Henry G. Vennor, the noted weather prophet, is dead.

Hon. E. E. White is Pres. of the National Council of Education.

T. V. Dodd has been elected Supt. of the Lawrenceburg schools.

H. B. Bryant is conducting a reliable business college in Indianapolis.

G. G. Manning will continue to direct the educational interests of Peru.

D. W. Thomas seems to be a fixture at Wabash. He is again re-elected.

J. W. Hanan, a State Normal boy, is re-elected principal of the Orland schools.

B. J. Boyne has given excellent satisfaction, and has been re-elected at La Grange.

Baily Martin has resigned the principalship at Worthington, and taken charge at Carthage.

Eli F. Brown, editor of the *Educational Weekly*, has severed his connection with that paper.

B. A. Hinsdale has been re-elected Supt. of the Cleveland, Ohio, schools, for a term of two years.

W. R. Snyder, of the Muncie high school, has been elected principal of the Frankfort high school.

Sheridan Cox has been re-elected superintendent of the K schools for about the thirteenth time.

B. T. Davis, formerly of Indiana, is now a resident of W Kan. He began a normal June 16th.

A. J. Zeller has lost the superintendency of the Richmond schools or so reported in the Indianapolis papers.

D. W. Dennis, Prin. of the Bloomingdale Academy, has accepted a position in the faculty of Earlham College.

F. D. Churchill will continue in charge of the Aurora schools. J. H. Van Houten principal of the high school.

J. J. Burns, former State School Commissioner of Ohio, has succeeded John Hancock as Supt. of the Dayton, O., schools.

A. C. Goodwin, former superintendent of Clark county, has been re-employed as superintendent of Owensboro, Ky., schools.

L. S. Thompson, of Purdue University, is president of the Education Department of the National Association this year.

W. H. Banta has been thirteen years superintendent of the Raisin schools. He has been re-elected at an increased salary.

Samuel Lilly has closed his eighth year as principal of the C schools, and still stands high in the estimation of his patrons.

J. B. Starkey has closed up successfully his eighth year as superintendent of the Martinsville schools, and will continue in charge.

W. A. Mowry, of Providence, R. I., after August 1st will become associate editor of *The Journal of Education*. He wields a trenchant pen.

P. A. Allen is re-elected for a fourth year as superintendent of the Bluffton schools. The schools have prospered well under his administration.

J. E. Ockeman has resigned the principalship of the T schools after two years service, to accept a similar position at Tiffin, Ohio.

D. Mowry, formerly Supt. of Elkhart county, now an M one of the proprietors of a Water Cure Sanitarium, located at Brighton, Penn.

J. N. Study, for several years past superintendent of the C schools, has been elected Supt. of the Richmond schools. He has merited promotion.

John M. Olcott, editor of the *Educational Weekly*, has been elected superintendent of the Greencastle schools, at a salary of \$1600. J. N. Study, resigned.

J. W. Caldwell, formerly superintendent of the Seymour schools, but for several years past of Sheldon, Ill., has been elected superintendent of the Huntington schools.

A. C. Shortridge, for many years the efficient superintendent of the Indianapolis schools, will engage to do a few weeks of extra work in July and August.

D. E. Hunter, Supt. of the Washington schools, an experienced

institute worker, will make engagements to conduct institutes for the months of July and August.

John M. Bloss, Supt. of the Muncie schools, made an address at the public celebration on decoration day. The public schools joined in the celebration and furnished the music.

Joseph Carhart, for six years past the popular teacher of Reading and Elocution in the State Normal School, has been elected Prof. of Elocution and Oratory in De Pauw University.

W. P. Pinkham, of Earlham College, last year acting president, will take the principalship of Spiceland Academy. Thomas Newlin having accepted a professorship in Haverford College.

H. S. McRae had a prosperous year at Marion. Mrs. McRae, principal of the high school, made the address to the graduating class, and it is not necessary to add that she did it well.

W. F. Yocum has declined a professorship in De Pauw University, and consented to continue in charge of the Fort Wayne College, with the condition that its facilities shall be largely increased.

Geo. F. Bass, a supervising principal of the Indianapolis schools, and who is well and favorably known in many counties of the state, has yet a few vacant weeks in which to do institute work.

Dale J. Crittenbarger, Supt. of Madison county, was recently married to Miss Effie Daniels. This crowns the many eminent qualifications of Mr. Crittenbarger for the important office he holds.

M. A. Mess, Supt. of Franklin county, read an address to the county board of education at the June meeting, filled with information and valuable suggestion. It was published in full in the county papers.

The marriage of Wm. F. M. Goss, Professor of Practical Mechanics in Purdue University, and Miss Edna D. Baker, instructor in the University Academy, is announced to take place about the middle of this month. The Journal extends its congratulations.

E. M. Chaplin, personally known to almost every teacher and school officer in Northern Indiana, after a service of nine years with Van Antwerp, Bragg & Co., has retired to private life. While he is deciding what new line of work to take up, he is serving his country by swinging in a hammock in his front yard.

Alex. C. Hopkins, for a time State Superintendent; for some years connected with the Danville Normal, and for the last year or two at Danville, Ill., College, has completed his arrangements to transfer his entire teaching force and take charge of a normal school at Salina, Kansas. He gets a large new building and his prospects are good.

General H. P. Hurst, who has for several years represented A. S. Barnes & Co. in Indiana, has severed his connection with that house and has "set up for himself," with headquarters at Indianapolis, as author and publisher of "Hurst's Movable and Reversible Copy Compend of State Work, Penmanship and Drawing." May his new enterprise succeed as it deserves.

At the June meeting of the University Board of Trustees Jas. K. Beck was made principal, and Jas. A. Woodburn first assistant of the Preparatory Department of Indiana University. Every one will

be pleased to learn of the promotion of Profs. Beck and Wood. These gentlemen are earnest, pains-taking workers, bringing to positions experience, zeal, and a praise-worthy ambition to ex-

JOHN HANCOCK.—The *Ohio Educational Monthly* has the following paragraph in regard to Dr. Hancock, which the Journal here endorses:

"The *Dayton Journal* greatly regrets the retirement of Dr. Hancock from the superintendency of the Dayton schools. A life educator, born for the school-room, qualified by a conscientious discharge of his duties, he has justly earned a national reputation, and the respect of his fellow-citizens and ten thousand people. As a teacher in Cincinnati for many years, as superintendent of Cincinnati schools, as superintendent of the Dayton schools for the last ten years, as an efficient member of both the Ohio and the National Teachers' Association for many years, as the advocate of a good cause, and as a broad, generous, and noble-hearted man, Hancock has won for himself an enviable and enduring reputation.

H. S. Tarbell, Supt. of the Indianapolis schools, has been elected to the superintendency of the schools of Providence, R. I., at a salary of \$3000. Mr. Tarbell has just closed his seventh year at Indianapolis, and had been re-elected for next year. If he accepts the position, and it is understood that he will, Indianapolis and the State will suffer a loss it will be difficult to make good.

Mr. Tarbell is scholarly, gentlemanly, industrious, and understands most thoroughly every detail of school work, both as to management and methods, from the lowest primary to the completion of the high school course. He is able to advise and assist any teacher in any grade in the schools. He was never known to neglect anything. Among many important particulars he has but few equals as a superintendent of city school in the United States.

The Indianapolis board do not stand one chance in a hundred of finding his equal to fill his place.

The Journal most cordially congratulates its old editor and long friend, Hon. Geo. W. Hoss, LL. D., upon a new honor conferred upon him, as indicated by the following complimentary notice from the Topeka (Kan.) *Daily Capital*:

The election of Prof. George W. Hoss, of this city, to the chair of English Literature and Oratory in Baker University, is a true credit to his worth. Prof. Hoss is a true educator, a thorough western man, in step with the times, and in love with Kansas. He served the State of Indiana faithfully and well as Superintendent of Public Instruction, and was offered a chair in De Pauw University of that State, but he wanted to be in Kansas, where he has been very serviceable among the educators of this State. He is editor of the *Educational Journal* devoted to the school interests, and in addition to his editorial work, he has been active as a lecturer on educational subjects. He has been active and useful ever since he came among us. The *Capital* is pleased that so good and competent a man has been so honored. His scholarship is acknowledged on all hands, and with his well known energy and his quickness of conscience, he will serve to render him a still more useful man in his new relation.

POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

TAME OWLS.

"Queer pets," you will say. That is because you know little of them. The fact is owls are easily tamed and among the most interesting of birds.

Shall I ever forget the two owls which Prof. D. S. Jordan had for pets at Irvington, the winter of 1876-7? Every evening we brought them in from under the stairs, placed them on the backs of two chairs before the open fire, and they seemed to enjoy it as much as we did. They would gaze into the fire with all the solemnity of men or cats. There was the great Horned Owl, *Bubo Virginianus*, who had lost one leg in a trap, and so could not scratch or fight; him we dubbed for this reason the "Good Owl." Little *Scops asio*, the Screech Owl, was a quadrangular brachycephalous little rascal, cross and "sassy," always hissing and snapping his harmless little bill, so we called him the "Wicked Owl." Like most animals as long as they had plenty to eat and nothing to do they were peaceful and happy under the stairs and seemed to enjoy their evening fireside siesta, always eyeing the fish we were studying and gravely considering the mysteries of ichthyological nomenclature. The Wicked Owl and the Good Owl were at the height of their glory when Dr. Jordan gave a party to the returned Butler University Scientific Tramps—BUST, we called it for short, as they were perpetually out of money—and they occupied each an alcove on either side of the book-case, where they were mistaken for poorly stuffed owls until little Scops gave the scheme away by an untimely hiss and snap.

But it was their last party, for the big bad boy who fed the owls did not feed them for several days, and so in the cruelty born of hunger the Good Owl killed the Wicked Owl and ate him, all except his big skull and claws. The bones however, with the feathers, were regurgitated, owl-fashion, from the capacious maw of the Good Owl the next day, but there was not enough left of poor little Scops to furnish the pretext for a funeral. And the Good Owl that was not good got away and was shot by the next door neighbor, who sarcastically offered to sell him to Dr. Jordan for a specimen for 75 cents. And that was the end of the Little Scops and the Big Bubo.

But their places were soon filled by other unusual pets—a big American Eagle, a Red Tailed Buzzard, a Hen Hawk, and another great Owl. They were turned loose in the barn loft and stirred up whenever we had company with a long pole and made to dance. They ate butcher's meat, rats and birds, fought little, and none of them had sense enough to walk down the open stairs and fly from the barn. When approached birds of prey throw themselves down on one side and present their claws and bill. There is no danger in taking them up if you only seize them by the tips of the wings and bring them together over their back. I know a little woman who is perfectly fearless of all wounded hawks and owls, and would not hesitate to take the scalp and entire skin of either of our eagles.

The American Eagle is easily cowed; he shows little fight; he is a parasite on the fish-hawk, and would rather steal than fight. But the Golden Eagle is game; he will take young lambs, will fight dogs, and I knew a pair of them to attack a friend of mine in an open field when he had wounded the female.

A short time since Prof. Hurty, of this city, presented me a big Horned Owl; its wing was broken; it had had no food for four days. I put steak in its mouth and watered it from a saucer and its vigor soon returned. We had it in the front room for a while; it would roost on the sofa, a chair-top, or even on the what-not; teachers of the adjacent public school borrowed it as a fertile source of object and language lessons; the neighbors came by squads and families to see it on Sabbath; it harmed no one; it was the light of baby Irena, who never wearied of looking at its great eyes and was even eager to shake its wicked paw. In those claws was its strength; it could break a lead pencil in them, and once it could not pry them open with a file.

It swallowed three half-grown rats in as many minutes, and the next morning gave up the bones and hair in a neat little package. But chicken time was coming on and the owl must die. His broken wing seemed to be healing nicely without care, and would soon be shoughed off and left him a one-armed owl.

I hated to see the light go out of those wonderful eyes—the beautiful it seemed to me I had ever seen in a bird; the great iris was seven-eighths of an inch wide, and the pupil varied from a small o to the size of a marble. If you think this species can see in the daytime you are mistaken. He could see as well as we of us—could see a grasshopper, a spider hung before him on a thread. He could gaze at the sun without blinking, could control either pupil independent of the other. He always sat scowling down, his feet only visible and his body about as broad as his ears up or down and as expressive as a mule's; I never saw a one but what was made to stand up like a hawk or eagle.

I poured a few drops of chloroform—nearly a teaspoonful—between his eyes, laid him in a box, and in a moment his troubles were all over; the cat and dog which he feared not less than they feared him could vex him no more. A lady consented to let it for me, and I now have it over my desk, as owl-like as the often seen when dead.

Besides Bubo and Scops we have in Indiana the Great Gray and the pure White Snowy Owl as rare winter visitants from the North; there is also the Saw-Whet or Acadian Owl, which not commonly gets lost in cities, not being able to solve the riddle of town; the Barn Owl, too, is sometimes taken, while the Long-Eared Owl is a not uncommon resident. But Little Scops and Old Big-Ears are the best known of their tribe. They are an odd lot of big-eyed, cat-eyed and big-headed, they seem to have wisdom, but really possess little of it. There are about 140 species in the world; they all have a wide range. The nest is rude, the eggs several and small. Their lugubrious outcries, screechings and hootings have given the grimalkins in feathers place in the literature of superstition and they make a good game for the poets.

When icicles hang by the wall,
And Dick the Shepherd blows his wail,
And Tom bears logs into the hall,
And milk comes frozen in the pail;
When blood is nipped and ways be fowl,

Then nightly sings the staring owl,
 To-who!
 To-whit! To-who! O merry note,
 While greasy Joan doth keel the pot.

[*Love's Labor Lost.*

Alone and warming his fine wits,
 The white owl in the belfry sits.

[*Tennyson.*

Is the praying mantis, pictured in Hooker's Natural History, found in our state? Several specimens, much slenderer, and with very short wings, were brought in by pupils.

Can some one give us the name of a beetle that looks as if made from pure gold? Its larva doubtless lives in wood.

Has the cecropia moth no tongue? One of my pupils had two change from the pupa to the image, in his room, and neither had a tongue.

A cocoon was brought in this week that measured $11\frac{3}{4}$ in. and $9\frac{1}{2}$ in. around. We had several cocoons spun in the school-room last fall; and a troilus, a sand wasp, and a host of ichneumons underwent their metamorphosis there during the year.

A pupil says: "If we could stand on the sun, and watch the earth and moon, as they journey through space, we should see the moon cross the path of the earth in twenty odd places, during the year; yet our book says that their orbits, being inclined five degrees, cross in two places, called nodes." How would you make it clear to him?

What causes produce that change in the obliquity of the ecliptic which takes place once in 10,000 years? How can the obliquity change $1\frac{1}{2}^\circ$ in 10,000 years, and yet the north pole of the earth describe, in about 26,000 years, a *circle* about the pole of the ecliptic?

HARTFORD CITY.

TEACHER.

NORMAL INSTITUTES.

J. W. Strasburg and Lee Ault will open a normal at Greensburg, July 14th.

W. H. Elson and D. W. Dennis will hold a normal at Rockville, June 23d to July 12th.

Prof. Arthur B. Chaffee will open a summer school of languages in Franklin College, July 1st.

W. N. Hailman and Mrs. Eudora Hailman will open a summer school for primary teachers and kindergarteners at La Porte, July 21st—four weeks.

✓ Jas. K. Beck and Jas. A. Woodburn will conduct a summer school at Bloomington, opening July 28th and closing August 29th. Their previous success guarantees a good school.

✓ The American Normal at Logansport, J. Fraise Richard, principal, will open summer session or Teachers' Congress July 15th. In addition to the regular corps of instructors a large number of lecturers are invited from abroad.

BOOK TABLE.

The Current, the new Chicago literary weekly paper, still maintains its high standard. Its corps of contributors embrace the literary talent the country affords.

The Atlantic for July sustains the high standing of this most lent periodical. Dr. Mitchell's interesting serial, "In War Time," progressing and bids fair, when completed, to add greatly to the author's reputation. The opening short story by W. H. Bishop is excellent. The reader who is fond of travels will be pleased with the entitled "A. Cook's Tourist in Spain." The poems of the number are contributed by T. Bailey Aldrich and Eliot C. True. The contributors' Club, which is placed last in the book, but which is read first, reviews a large number of new books.

Shaw's New History of English Literature. Revised by T. J. Backus, President of Packer Collegiate Institute. New York: Sheldon & Co.

Shaw's English Literature has served as a school book of worth for many years. Those who recognized its value in the earlier days will be glad to learn that through the revision and preparation of President Backus, it has not lost, rather gained. It has gained that the section on American Literature has been entirely re-written and brought down to the latest date. No attempt is made in the book to study or even mention the names of all the writers who have won a place in the world of letters. The plan is to make the student familiar with the exact position of the great writers of the English language; their characteristics and history; the peculiarities of style; the branches of human knowledge in which each is distinguished; authority, believing that he who is thus equipped, is ready to pursue an independent course in the field of letters.

BUSINESS NOTICES.

GO WEST!—Greatest inducements ever offered to land seekers in Missouri, Kansas, Nebraska, Arkansas, and Texas. Half-rates for the round trip on the Indianapolis & St. Louis Railway. For full particulars regarding trains, rates of fare, etc., call on W. J. Nichols, Ag't Indianapolis & St. Louis Railway, at Indianapolis, Ind. A. J. Smith, Gen. Pass. Ag't, D. B. Gen. Western Ag't, St. Louis.

TEACHERS FOR TEXAS.—We are having a number of calls for teachers in Texas. Those willing to go there, or to any of the Southern States, for salaries, please send for our "Weekly Report of Vacancies," which furnishes the positions for which teachers are wanted. Address, Modern Teachers' Supply Co., Logansport, Ind.

C. C. FERRIER, a graduate of Southland College, who has spent a year at the State Normal School at Terre Haute, and has had successful experience as teacher, wishes employment in a colored school. He can furnish the best recommendations. References: D. A. Owens, ex-Co. Supt., and A. J. Kins, Supt. of schools, both of Franklin. Address him at Franklin, Ind.

GLENDALE FEMALE COLLEGE.—Thirty-first year begins September 1st. Best facilities in one complete and thorough Course—English, Scientific, Classical. Superior advantages in Music and Art. Address, Rev. L. D. POTTER, D. D., Glendale, Ind. 7-3t

"From him who hath little shall be taken the little he hath." So the poor teacher loses through incompetency the poor school he succeeded in getting. It is a shame that so many teachers are poorly prepared for their work. *Read more good books.* Begin by buying **THE TEACHERS' AND STUDENTS' LIBRARY**, published in one large volume by T. S. Dennis, of Chicago. It will cost you only \$3.00, and well deserves the universal praise it receives.

The Indiana, Bloomington & Western Railway has grown to be one of the most important connected with Indianapolis. Its three main lines make connections east, west, and north. Its Chicago connection has grown to importance. Its own lines run to Sandusky and connect for Put-in-Bay and Lakeside. For full information address H. M. Bronson, General Ticket Agent, Indianapolis.

FOURTH OF JULY, 1884.—The Chicago, St. Louis & Pittsburgh Railroad J. M. & I. and I. & V. Railroads will sell cheap excursion tickets to and from all stations on July 3d and 4th, good to return until July 7th, inclusive. Children between the ages of five and twelve will be carried at one-half the excursion rates.

Great preparations are being made at many prominent points to celebrate the day in an appropriate manner, and all the popular resorts will be filled with patriotic picnic parties; the rates will be very low, and everybody should turn out and enjoy the Glorious Fourth.

SPECIAL CHEAP EXCURSIONS TO THE MILITARY ENCAMPMENT.—In order to give the friends of the "Soldier Boys" an opportunity to visit them while in camp at Glenn Miller, the Pan-Handle will run special cheap excursions to Richmond, on Friday, Saturday and Sunday, July 4th, 5th and 6th, from Indianapolis, Kokomo, Bradford, and intermediate points. Special train will leave Indianapolis at 6:30 A. M., arriving at Richmond 9:20 A. M.; returning leave Richmond 6:00 P. M. Fare for the round trip, \$1.25.

Tickets good going only on date of sale, but will be good for return passage until Monday the 7th, inclusive.

ONE HUNDRED AGENTS WANTED DOUBLE QUICK!—To sell the First Authentic Biographies of **BLAINE** and **LOGAN!** By H. J. Ramsdell, Esq., Mr. Blaine's intimate friend and personal choice, and Ben. Perley Poore, for 18 years an officer in the U. S. Congress. Agents coining money. The people demand this work, because the most reliable, complete, interesting and richly illustrated. It contains 659 pages; fine steel portraits; will be first out, sell fastest, and pay bigger profits. Beware of unreliable, catch-penny books. Write at once to **FRANK. B. AINSWORTH & Co.,** Vance Block, Indianapolis.

P. S.—Outfits are ready. Send 50 cts. for one and save time.

WANTED AGENTS for the **LIFE OF BLAINE**, companion vol. to our famous "Log Cabin to White House." Over 400 pages. Illustrated. \$1.00. Must sell at sight and sweep the country. Elegant prospectus 40c. Extra terms.

7-11

JAS. H. EARLE, Boston.

THE INDIANA BAPTIST.—The only Baptist paper owned, edited and published in Indiana. Published weekly at Thorpe Block, Indianapolis. Elgin & Chaille, proprietors. Single subscriber, one copy per year, strictly in advance, \$1.00. Club rates: Six copies per year, strictly in advance, \$5.00, or an extra copy free to any one who sends us a club of five.

5-3t

EXCURSION RATES TO THE NATIONAL CONVENTION.—On account of the Democratic National Convention, which meets at Chicago, July 8th, the Pittsburgh, Cincinnati & St. Louis Railway, and Chicago, St. Louis & Pittsburgh Railroad will sell Excursion tickets to Chicago and return at rate of one fare for the round trip, from all ticket Stations on their lines. Tickets will be sold from July 3d to 7th, and will be good for return passage until July 18th, inclusive.

Arrangements have been made for additional Coaches and Sleeping sufficient to meet the rush, and passengers will be carried through quickly and safely by the popular Pan-Handle Route.

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India minister a formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Asthma, and all Throat and Lung Affections; also a positive and radical cure for Nervous Debility, Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has a duty to make it known to his suffering fellow-men. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. No. Powers' Block, Rochester, N. Y.

Our School Aids

are extensively used by practical teachers for conducting in good quiet order. Set No. 1 includes 12 large, elegant chrome encloser cards, 50 large, beautiful gold and tinted chrome merit cards, and 100 pretty credit cards, price per set \$1.75; half set \$1. Set No. 2 includes 12 large elegant floral chrome encloser cards, 50 pretty floral merit cards and 100 credit cards, price per set \$1; half set 50 cents; samples No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. No. 1, full blooming roses, 15c; No. 2, full blooming roses, 15c; No. 3, full blooming roses, 15c; No. 4, full blooming roses, 15c; No. 5, full blooming roses, 15c; No. 6, full blooming roses, 15c; No. 7, full blooming roses, 15c; No. 8, full blooming roses, 15c; No. 9, full blooming roses, 15c; No. 10, full blooming roses, 15c; No. 11, full blooming roses, 15c; No. 12, full blooming roses, 15c; No. 13, full blooming roses, 15c; No. 14, full blooming roses, 15c; No. 15, full blooming roses, 15c; No. 16, full blooming roses, 15c; No. 17, full blooming roses, 15c; No. 18, full blooming roses, 15c; No. 19, full blooming roses, 15c; No. 20, full blooming roses, 15c; No. 21, full blooming roses, 15c; No. 22, full blooming roses, 15c; No. 23, full blooming roses, 15c; No. 24, full blooming roses, 15c; No. 25, full blooming roses, 15c; No. 26, full blooming roses, 15c; No. 27, full blooming roses, 15c; No. 28, full blooming roses, 15c; No. 29, full blooming roses, 15c; No. 30, full blooming roses, 15c; No. 31, full blooming roses, 15c; No. 32, full blooming roses, 15c; No. 33, full blooming roses, 15c; No. 34, full blooming roses, 15c; No. 35, full blooming roses, 15c; No. 36, full blooming roses, 15c; No. 37, full blooming roses, 15c; No. 38, full blooming roses, 15c; No. 39, full blooming roses, 15c; No. 40, full blooming roses, 15c; No. 41, full blooming roses, 15c; No. 42, full blooming roses, 15c; No. 43, full blooming roses, 15c; No. 44, full blooming roses, 15c; No. 45, full blooming roses, 15c; No. 46, full blooming roses, 15c; No. 47, full blooming roses, 15c; No. 48, full blooming roses, 15c; No. 49, full blooming roses, 15c; No. 50, full blooming roses, 15c; No. 51, full blooming roses, 15c; No. 52, full blooming roses, 15c; No. 53, full blooming roses, 15c; No. 54, full blooming roses, 15c; No. 55, full blooming roses, 15c; No. 56, full blooming roses, 15c; No. 57, full blooming roses, 15c; No. 58, full blooming roses, 15c; No. 59, full blooming roses, 15c; No. 60, full blooming roses, 15c; No. 61, full blooming roses, 15c; No. 62, full blooming roses, 15c; No. 63, full blooming roses, 15c; No. 64, full blooming roses, 15c; No. 65, full blooming roses, 15c; No. 66, full blooming roses, 15c; No. 67, full blooming roses, 15c; No. 68, full blooming roses, 15c; No. 69, full blooming roses, 15c; No. 70, full blooming roses, 15c; No. 71, full blooming roses, 15c; No. 72, full blooming roses, 15c; No. 73, full blooming roses, 15c; No. 74, full blooming roses, 15c; No. 75, full blooming roses, 15c; No. 76, full blooming roses, 15c; No. 77, full blooming roses, 15c; No. 78, full blooming roses, 15c; No. 79, full blooming roses, 15c; No. 80, full blooming roses, 15c; No. 81, full blooming roses, 15c; No. 82, full blooming roses, 15c; No. 83, full blooming roses, 15c; No. 84, full blooming roses, 15c; No. 85, full blooming roses, 15c; No. 86, full blooming roses, 15c; No. 87, full blooming roses, 15c; No. 88, full blooming roses, 15c; No. 89, full blooming roses, 15c; No. 90, full blooming roses, 15c; No. 91, full blooming roses, 15c; No. 92, full blooming roses, 15c; No. 93, full blooming roses, 15c; No. 94, full blooming roses, 15c; No. 95, full blooming roses, 15c; No. 96, full blooming roses, 15c; No. 97, full blooming roses, 15c; No. 98, full blooming roses, 15c; No. 99, full blooming roses, 15c; No. 100, full blooming roses, 15c. Large set samples, 15c. All post-paid by mail. Stamps taken. Our stock is fine and complete. 10-17 Please send a trial order. PHOENIX PUBLISHING CO., WARREN



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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

AUGUST, 1884.

No. 8.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

VIII.

MILTON BLEDSOE HOPKINS.

A NOMINATION to the Superintendency in '70 brought into general notice a man of remarkable mould who, as an pioneer school teacher and preacher, had in a modest way become somewhat widely known in Indiana. He was never accused of amassing wealth, for the two professions which he combined were the least remunerative known among men, if we except the starting of a paper and the beginning of a law practice; and indeed he had tried both of these. He was not possessed of a college training. He had never been through even a preparatory course at school. But he was a wonderfully successful teacher; and his sermons, delivered in white school houses and red school houses and brown school houses, and sometimes in well established churches, would have been voted very eloquent and powerful had they been preached in a metropolitan tabernacle and reported in the daily papers. Where did he obtain his education? Heaven knows. His mind was a cyclopedia of knowledge. He could teach anything—even the classics—successfully. Nature made him a sensible, practical, original man. Perseverance and integrity accomplished the rest. He won a place among the notable men of his day, reared a

rather large family in comfort and in simple luxury, and with a wide and potent influence for good.

MILTON BLEDSOE HOPKINS was born in Nicholas county, April 4, 1821. When a young boy he removed with his parents and step-father to Rush county, Ind., where his youth was passed. From the age of fifteen he earned his own support and went to country school at times, independent of assistance from home. Aided by a learned minister, he pursued studies in Latin and Greek.

At the age of twenty-one he married, and began his ministerial work at Milroy, Rush county, where he remained one year. He was pastor of the Church of Disciples at Frankfort, Clinton county, for three years; then lawyer and subsequently minister at Nashville, Hamilton county, for five years; then editor of the *Christian Review*, a religious newspaper at Cincinnati, for one year; then teacher in the country schools of Rush county for one year. In this he taught on week-days and preached on Sabbaths. He was at a country school house in Clinton county for four years; for a year he taught the town school at Lebanon, Boone Co., and preached at various places. He made a ministerial visit to Canada. On his return taught a term at Zionsville, Boone county; for two years succeeding, he conducted an academy at Ladoga, Montgomery county; and then he removed to Kokomo, Howard county, and labored to establish a college.

In '70 Mr. Hopkins was elected Superintendent of Public Instruction. In '72 he was re-elected. His terms of office were memorable in the educational history of the State. In the regular work of urging the trustees to make needed levies and to reform abuses of various kinds in the school administration he was unequalled by any of his predecessors.

At a meeting of the State Board at Bloomington, in '71, he devised an admirable scheme for the abolition of abuses in the examinations of teachers. Questions were prepared by the board, printed upon slips of paper, and mailed to the county examiners, the latter being left to review the examination papers and report of the excellence of the work. Gradually this system, though not in America, has become perfected. The work of preparing

questions is divided among the members of the Board. The questions are read and adopted by a practically unanimous vote, in full session. They are printed by the State printer, upon tissue paper, and sent in envelopes sealed with red wax and stamped with the State Board seal, to the county superintendents, who in sending in their orders for lists must pledge themselves to observe the rules of the Board concerning the use of the lists. The seals are broken and the questions first opened by the county superintendent in the presence of the applicants for examination. A uniform system of gradation of the papers has resulted from the annual conventions.

The report to the Legislature, issued in '72, was one of far more than ordinary interest and value. In the same year the Superintendent prepared a new edition of the school law.

The question of excluding the Bible from the public schools became an exciting topic in many of the States in this term, and elicited much acrimonious debate. Our State was singularly free from the excitement which raged around it, and this was due to our admirable statute upon the subject. In its wording this law is most felicitous. It contains but thirteen words—"The Bible shall not be excluded from the public schools of the State." It contains no preamble of arguments to invite attack. Previous to '65 there was no law on this subject, and none was needed; for the State Board was empowered to adopt text-books, and in the time of Supt. Rugg the Good Book had been adopted as a text-book in morals. When this power of the Board was abolished, the thirteen words were written by the Legislature. Supt. Hopkins made a wise ruling upon this statute, declaring that the matter should be left wholly to the choice of the teacher; that while the latter could not be prohibited from using the Bible in a proper way, neither could he be compelled to use it.

In '73 the County Superintendency was established. The School Journal had urged the need of such a measure. Various county institutes had passed resolutions favorable to it in the preceding year, and that of Porter county had petitioned the General Assembly in the matter. The means for a long prayed for deliverance from many evils was now at hand. But would

that means be judiciously and effectively used? The development of the school system in the direction of unity must result of consultation and united action. Following the Hoshour, Supt. Hopkins called a convention of the county superintendents. On the 22d of July this body assembled in High School Hall at Indianapolis. From that time it has met annually, and has been of incalculable service to the State. Many were the questions arising as to the duties and powers of the superintendents under the new law. The numerous suggestions of Supt. Hopkins were admirably clear, sensible and practical.

Another important law of the Legislature of '73 was the provision for the education of colored children in the free schools of the State—a provision which has remained unchanged to the present time. Supt. Hopkins interpreted this law in a liberal spirit, making it to mean all that the words could mean in favor of the colored people.

The re-election of Supt. Hopkins in '72 has been mentioned. It has been the unvarying policy of his party to accord nominations to their nominees who succeed once in securing election, and it is certain that Supt. Hopkins would have been nominated for the office in '74.* It was generally believed that even a higher honor awaited him in '76. There are few doubts that he would have been chosen to fill the Governor's chair in that year.

But he did not live to see the day of his promotion. On the 16th of August, '74, he died at his home in Kokomo, after a brief illness. He was mourned as few men of the State have ever been mourned. And the many high tributes of respect from eminent men and from the press* attested the esteem in which he was held by the people.

*But his untimely death did not make Supt. Hopkins an exception to the rule. He had been nominated for the office in '62, but declined the nomination. His party (the Democratic) was successful in that canvass.

IX.

ALEXANDER CAMPBELL HOPKINS.

For a second time the Department was closed and in mourning. Upon whom were to devolve the duties of the office? Many eminent educators were there in the State, whose long experience in school work suggested their fitness for the position. But the thoughts of the Governor turned at once to the Chief Clerk of the Department—an officer whose duties and responsibilities had grown with the development of the educational system. To be a successful State Superintendent requires much more than the ability to teach successfully. The Superintendent is virtually comptroller of accounts of the school system, and must master the methods and forms by which the care of many millions of dollars is reported. He is the judge of innumerable points of law referred to him, and must be familiar with a long line of court decisions, Department rulings, and orders of the State Board. The full term of two years is almost universally conceded to be too short, and now only eight months of the term remained. Relying upon the familiarity of the Chief Clerk with Departmental duties, Governor Hendricks appointed that officer to succeed to the vacant Superintendency.

ALEXANDER CAMPBELL HOPKINS was born in Milroy, Ind., November 11, 1843. Until '64 he remained with his parents, accompanying them in their various sojournings. The elder Hopkins was a practical farmer, as well as a professional man, and employed his boys in the healthful exercises of farm work, enrolling them among his pupils in the winter seasons. When Alexander attained his majority he entered the preparatory department of Wabash College, and shortly after transferred his membership to Butler University. In '66 he entered upon a course in Kentucky University, where he remained for more than two sessions. He taught in the Female Orphan School at Midway, Ky., and was married to the Matron of the institution. Subsequently he taught a year at Ladoga, and two years at Kokomo, when he received from his father the appointment of Chief Clerk of Department.

As Superintendent he completed the biennial report of '74.

The institute season of the year was already past, and the days of compiling and testing reports were at hand. He devoted himself almost exclusively to this work, making few publications and issuing no further publications. The work was and successfully done.

Since his retirement, Mr. Hopkins has returned to the work of teaching. For the last two years he has been president of East Illinois College, at Danville, and is now the president of Salina University, Kansas.

THE NEW BOTANY.

LILLIE J. MARTIN, INDIANAPOLIS HIGH SCHOOL.

A LATE article in the *Century* on the Education of the People in its irony does express the modern idea in regard to children. They are to educate the grown up people.

The laboratory method suggested by a recent writer on scientific teaching, must be preceded or accompanied by something that will make pupils realize that plants live and act, and are not mere machines that can be taken apart, examined and put together again uninjured. If, "for instance, when the subject of botany is undertaken each pupil studies scores of leaves and records his own observations as to their differences, and when this is done the chapter in the text-book upon leaves is read," he will not only read it with greater interest, but yet, with the same kind of enthusiasm that he read the old botany. Any one who has tried this method thoroughly knows that he will still treat plants as inorganic things.

What a pupil needs to learn first of all, is, that plants have a life of their own, worthy of the same kind of respect and consideration as human life. This is the modern botanical spirit. If a child brings up even one plant he may become imbued with this spirit. When he has seen his plant live, grow, and evolve in its own way, the thought may occur to him that plants are not entirely dependent on his whims. He may even come to realize that each plant has an interesting history. When he has reached this state of mind, he certainly has a start in elementary botany.

Having the above idea in regard to the state of mind to be created before any really good work could be done in botany, peas were given to a class of beginners in this subject. The pupils were directed to raise the plants at home, and to report in writing from time to time what they observed in regard to their growth. The following composition embodies what a pupil saw :

THE PEA,

As an Illustration of the Growth of Plants from the Seed.

February 9, 1884, I planted some peas; No. 1, in rich soil, placed at a south window; No. 2, upon cotton in a glass of water, placed upon the mantel; and No. 3, upon moist blotters, covered with a plate and placed behind the stove.

No. 1 (in pot) therefore had a moderate amount of light, heat and moisture; No. 2 (upon cotton) heat and moisture, but very little light; No. 3 (on blotters) a great amount of heat and moisture, but no light. We shall see which of these properties is most essential to the healthy growth of the plant.

Opening seeds in Nos. 1, 2 and 3 from time to time, I found No. 3 (on blotters) had sprouted before No. 2 or 1 had begun to germinate, but these forced plantlets had a very sickly, unhealthy look, and they grew to their full height (about two inches) and then stopped, before No. 1 had come above the ground, or No. 2 (on cotton) had germinated. But soon No. 1 sent up a healthy green stem, and as No. 2 did not yet germinate, I took one of the forced plantlets from No. 3 and placed it on cotton. The effect was surprising. The stem immediately began to grow very rapidly, leaves began to form, and the plant sometimes grew $\frac{1}{2}$ inch in a day.

In each and all of these cases to make my observations, I was obliged to open the seed with a knife, as it was tightly closed. Within each nothing was found but the two semi circles of soft pulpy matter, a suspicion of a little green bud between them at the top, and a minute stem downwards. The little bud is termed the plumule, the stem, the radicle or caulicule, the two semi-circles the cotyledons or seed-leaves. So we have a minute plant within the seed-coats, and these are evidently designed to protect this plant or embryo. The pea plant is already there. All it has

to do to be what is ordinarily called the plant is—to grow, to grow by lengthening its radicle downwards and expanding its plumule upwards.

The cotyledons are not leaves now and never will be. The little bud at the top has to have nourishment. If we take off the seed-coats of the embryo, we find the interior material to be soft and pulpy, and upon tasting it we find it to be a little sweet. Evidently then, this is the nourishment, but as it also constitutes the cotyledons, the nourishment and the cotyledons are identical. These supply an abundant amount of food to the plumule, and they never expand into leaves, but stay inside the seed-coats, pushing the plumule out.

As soon as the plumule begins to grow upward, the root begins to grow downward. One time I planted a pea-seed with the root extending upwards; and that root bent, and even broke itself, trying to regain its natural position. It is its nature to grow downwards and obtain moisture from the soil just as much as it is the nature of the stem to grow upwards into the light and obtain food.

Now the plant consists of two parts, (1) the stem, called the ascending axis; (2) the root, called the descending axis. The stem always grows upward by the little bud on its summit, which, from its position, is called the terminal bud. For instance, the plumule expands and forms part of the stem. This part of the joint expands to its fullest height, when another bud forms at the top, forming another joint. So the stem grows by a succession of joints.

The root has no buds or anything similar, and grows downward by additions to the extremity. The root does not consist of one main root, but consists of a number of small roots or tubes. It is called a multiple, primary root; multiple, because consisting of many parts; primary, because in its position.

As has been seen, the stem grows upward by means of the terminal bud. It also grows outward by means of axillary buds, so called because they grow in the axils of leaves.

The first leaves are mere scales, and never expand into leaves. But soon, other buds above these scales, expand.

are two tiny leaves closely connected with the stem, which are perhaps, stipules. Then the secondary stem grows outward, and is terminated by a bud, which soon expands into two leaflets. At the summit of the stem, sometimes a leaf, sometimes a tendril, appears, and the entire secondary stem is called a compound leaf, so called because its blade or leaf-like part is not all in one piece, but is divided into parts, i. e., two stipules, a pair of leaflets, and a tendril, (or leaflet.)

The leaves have many different shapes. Some are almost oblong; others cuspidate, being tipped with a sharp point; others wedge-shaped or cuneiform; and still others are obcordate or inversely heart-shaped. But all resemble each other more or less. The tendrils also differ greatly. All are curly, and seem to be thread-like prolongations between the second pair of leaflets. Some consist of one main part, others of two, and sometimes three divisions. The fact that a compound leaf of the pea is sometimes terminated by a leaflet, sometimes by a tendril, leads us to the conclusion that tendrils are transformed leaves.

The use of the tendril is evident. It is the way by which the pea-plant grows upward. The tendril, when rubbed, curls very tightly. Therefore when it brushes against any object, it catches on to it, and, curling up, draws the pea-vine up to the support.

The pea-leaf has, then, three offices, (1) as a stipule; (2) as a tendril; (3) as an ordinary leaflet.

It is evident, then, that as the parts of the pea differ somewhat among themselves, that the pea, taken as a whole, may illustrate the growth of all plants, with, of course, great difference in the details. So, having studied the pea, we have a general knowledge of the growth of plants from the seed.

CADDIE E. BROWNE.

[The above description, written by a pupil, was fully illustrated by drawings, which we have been obliged to omit.—ED.]

Whoever would be sustained by the hand of God, let him constantly lean upon it. Whoever would be defended by it, let him patiently repose himself under it.

THE BEST METHOD OF CONDUCTING EXERCISES IN COMPOSITION.

ESSE E. BISSELL.

COMPOSITION is that department of Rhetoric which treats of the invention and arrangement of thought. As in any work of art a certain arrangement of the various parts is indispensable to produce the effect of the whole, so a methodical arrangement of sentences produces a greater effect upon the reader or hearer. Desultory fragments of thought are seldom eloquent, forcible or pleasing, but when connected or invested with logical sequence by the art of composition, they become the eloquent periods of the orator or the forcible arguments of the debater.

The importance of exercises in composition is equalled by the importance of conducting them in the best manner. In the best manner we mean in that way which will interest the pupil, which will rouse the powers of his mind to full activity, and in which he and not the teacher performs the work.

First, the pupil must have a definite aim for his thought. The subjects assigned him are of the highest importance. Interest lies the first essential to success, for unless interested by the subject the thought will lack vitality and originality. Common occurrences and the occurrences of daily life should first tempt the pen; above all, abstract subjects are to be avoided until the pupil is somewhat advanced.

The subject having been selected, the next step is to prepare an analysis which shall determine the connection and order of the thought. This analysis of the subject does not often receive the attention it merits. Let a pupil prepare a comprehensive analysis of a subject and he has the strong framework of a connected, exhaustive essay upon that subject. Since it requires skill to draw up a complete table of the heads of any extended discourse, practice in this should be required for some time. Various subjects should be given and an analysis of each prepared.

The teacher may read, also, with advantage essays to the pupils, asking them to select and give in order, the various heads

production. By the aid of analysis the pupil can observe a due proportion in the various parts of his essay.

The criticism of the compositions is the teacher's greatest task, and one which requires the keenest discrimination and wisest judgment. His criticisms, at first, should be confined to special points seen in the essays before him. He must not criticise on general principles, but must be specific in all he says. A novice in writing can not apply a general criticism to his own production, and such an one would only bewilder, not benefit him.

The teacher must be mild in his treatment of first efforts; harsh, unlimited criticism would dishearten the pupil. Not suddenly, but by degrees must the production be picked to pieces.

But the most important of all is to teach the pupil to be his own critic. He will derive more benefit from one fault discovered by himself, than he will from a score pointed out by the teacher. Let each be the critic of his class-mate, and let the teacher invite discussion as to the merits and faults of each composition, remembering that it is his duty to point out the way, but not to lead; to give directions for the work, but to let the pupil alone perform the task.

LA PORTE, IND.

THE TEACHER'S HIGHEST WORK.

PROF. E. E. SMITH.

"When I was a child," says the Apostle Paul, "I thought as a child, I spake as a child; but when I became a man, I put away childish things." A child is a creature of impulse; a man is supposed to be under the control of reason. A child is under the dominion of law; a man is expected to be a law unto himself. A child is immature, plastic, potentially great but really weak, and valuable mainly because of his possibilities; a true man is rounded out and full, with individual characteristics, not only efficient in himself but sufficient for a helpful guide to others.

These two states, with their conditions, are so widely apart that it is evident the time between the two is a transitional period.

The pupil at the beginning of this period is mainly an actor towards its close a user, of knowledge. At the one time its chief function is observing, is noting things objective, is yielding to and being swayed by the various influences brought to upon its sensations and emotions; at the other time its chief function is thinking, is looking for future rather than present, is subordinating its blind desires to the control of its will. It has thus gradually been emancipated from the control of another, and has gained self-control. It has passed from the domain of irresponsibility and vacillation to that of responsibility and character. Formerly radical, it is now conservative.

Whose duty is it to see that the change in years is accompanied by an appropriate change in the individual? Jointly the teacher's and the parent's. Much that the teacher does the parent may undo, and *vice versa*. Each may retard or may aid the work of the other. Both desire the perfection of the individual. The specific plans and purposes of each should be mutually understood by the other, inasmuch as the control of the child is divided. Home and school are the two great training places of life. Their efforts being combined, the benefit good to the youth of our land may be expected to result. If the plans and purposes being antagonistic, the gravest harm is done.

There are other agencies operative upon the child in this transitional period beside the home and the secular and religious school. Notably, its associations. It must breathe pure air. The sulphuretted hydrogen of foul speech will so poison the mind that the germs within that the child must cease to grow towards health and happiness. Nor can healthy mental or moral tissue be grown by feeding upon vicious literature.

Now the teacher is the great magician whose powers are to secure this transformation of an objectless, trusting, aspirant being into one of lofty purposes, of faith in the ultimate right outcome of things, of abiding hope for the best for himself and the race, and of force in the direction of law and order and even-handed justice. And this—the *building of true character*—is the teacher's highest work. All else must be subordinating.

and promotive of this final end. Right character is an ultimate good in itself. True happiness, the only ultimate end other than goodness, is a necessary accompaniment of right character. Whatever immediate end the teacher may have in view—whether it be imparting information, giving instruction, or drilling in principles and practice—the great object should never be lost sight of.

For accomplishing his purposes, the teacher must bring under his influence, (1) the child's habits. This is to be done by arousing interest, securing attention, and, when the soul is at the proper temperature, putting an impress upon it that shall endure through life. (2) The child's home. We have said that parent and teacher's co-operation secures the highest results. For the present, the teacher must undertake to educate parent as well as child. (3) The child's associations. (4) The child's literature. The third can largely be controlled through the fourth, and the fourth can be most readily secured by judicious use of supplementary reading.

In conclusion, we leave this thought for reflection: If the pupil at sixteen requires the same restraint and direction that he did at eight, the teacher's work with him has been a failure, it matters not what amount of knowledge he has obtained. The great purpose of the school has been overlooked amid the clatter and worry of its machinery. For apparent success and outward show have been sacrificed the school's highest end. The pupil has intelligence without integrity or a high moral purpose, and hence is a dangerous citizen—a constant though possibly unsuspected menace to any society or community in which he is placed.

PURDUE UNIVERSITY.

THE ART OF TEACHING.

E. E. WHITE, LL. D.

THE supervising principal of a public school in a large city once said to the speaker: "It is idle to ask my teachers to read professional works. They follow the prescribed course of study, and look to me for their methods. Their ambition is to do their work precisely as I direct, and they do this without inquiring

whether my methods are correct or incorrect. It is enough I prescribe them." It seems unnecessary to say that this prescribed uniformity in both the matter and method of instruction is subversive of all true teaching. Carpets may be woven, monuments made, and stone carved by pattern, but the unfolding and informing of a human soul is not the work of operatives, but of an artist, using appointed forms and methods. The human soul is not to be moved by the revolving cogs of mechanical methods. True teaching requires the artist's hand, and the artist's spirit. Fruitful methods may be evoked; they can never be imposed. They must be born of the impress of the teacher's image, and pulsate with the life which he breathes into them. The vital element in every method of instruction is *what the teacher puts into it*, and hence the vital fact in every school is the teacher. It is not enough that good schools go through with the forms of a philosophic course of instruction. The knowledge to be taught may be wisely selected and arranged, the successive steps may follow each other in a natural order, and the entire mechanism may be so perfect that the revolving cogs touch each other with beautiful precision; yet, if the whole be not vitalized by true teaching, the system is a failure as a means of education. The one essential condition of success is the informing, vitalizing spirit of free, earnest teachers; and the more philosophical the system of instruction adopted, the more essential is this condition. A routine of mere lessons may be conducted by a blind plodder who can turn a crank and tighten the screws, but a system of instruction, even for its grand end the right unfolding and training of the mind and heart, requires the insight, the invention, the skill, the inspiration of the true teacher. We are slow in learning that philosophical methods of teaching are practicable only to those who have insight into their principles. The oral teaching in our schools is often as deadening as the old text-book drills. Some object-lesson teachers out-Herod Herod in mechanical teaching, and, if I were obliged to choose between the text-book method and the crank-turner of prescribed object-lessons, I should indignantly take the former, with the assurance that he would do something to grind.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Prin. Indianapolis Training School.]

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FIRST LESSONS IN GEOGRAPHY.

THE end or purpose of geographical instruction is chiefly the creation by each pupil of a mental map of the world.

The nature of the subject-matter of Geography shows what the materials of such construction are. The map which each child thus constructs for himself is made of correct ideas of the surface of the earth as it is to-day; both in so far as material conditions have been preserved, and in so far as artificial conditions have been introduced. In the process of constructing a mental picture of the world, these ideas are to be placed in their proper relation to one another, as of relative position, resemblances and differences of size, form, and attributes, cause and effect, adaptation to the service of man; so that the earth shall at least be seen to be a fit place for the development of a happy life for man.

It will be noticed that a large number of these elementary ideas are ideas of *matter*; and as such must therefore *first* reach the pupil through the senses. For instance, a large portion of the mental map of the world referred to is composed of ideas of soil, i. e., land. Soil in some of its varieties must be made familiar to the *sight* and *touch* of pupils; and pupils must be made to understand that it is this actual land that, in some of its varieties, is constantly referred to in the text. The experience of the pupil, within its somewhat narrow limits, should be made *the basis of his interpretation of descriptive text*. The various kinds of soil, and rock not yet reduced to soil, of ores, building stones, etc., etc., should be shown to the pupil.

The same thing is true of water. In differing quantities, and in various mass forms, it constitutes the springs, brooks, rivers, lakes, and oceans of the earth. Water is water, and water in some of its forms and many of its uses, is already familiar to the pupils; but it takes some skill on the part of the instructor to

make this knowledge the means of interpretation of the text in reference to all forms and uses of water on the earth.

The ideas of these mental objects as transformed into uses by man is capable of study by pupils through observation to a limited extent; as soil in agriculture, stone and wood in building, water in turning machinery, irrigating the land, providing cheap transportation by canals, rivers, and lakes. In this objective study of these uses of things must be supplemented by the study of reasons for their use in these ways; thus introducing the study of adaptation of the objects and forces of nature to one another, and to the service of man. Thus the pupils are made able to interpret the text which describes similar conditions and uses of these objects in regions which are wholly unfamiliar to him.

All the ideas of things gained by observation and thought indicated above, are subject to change in the imagination.

The changes which the imagination makes of remembered ideas are chiefly as follows:

1. In size. Thus a brook becomes typical of a river; a stream of a lake; a hill, of a mountain. Verbal description (written or spoken), pictures, and various other forms of stimulus to the imagination, have here their place in the teacher's method.
2. In relative position. Thus the new relation of mountains, valleys, rivers, lakes, and plains, in new regions, become interpreted from text or oral description.
3. In form. Thus the differences of form of countries, features, natural regions, etc., etc., become easily explained by comparison with the familiar.

It will thus be seen that the chief powers of the mind—sense-perception, memory, imagination, and reason—are appropriately exercised in geographical study. It will be further observed that each power, as here indicated, is exercised in an appropriate class of objects. In some books on Geography the study of maps is considered perceptive study,—especially in which, by difference of color, or other means, indicate differences of surface, drainage, etc., etc. The above classification of such study among the different forms of stimulus to the im-

tion, and shows that such study is impossible in any fair way, until the senses have been exercised upon their appropriate objects, viz.; real matter in its various forms of soil, water, vegetation, animal life, buildings, and whatever nature or art has made of matter.

Another paper will show how to apply practically the above principles to the beginning work in Geography.

FIRST STEPS IN LANGUAGE LESSONS.

AFTER all that has been said and written upon this subject, there are still many teachers who do not pretend to teach "language" unless it is required of them.

If these teachers could only know how easy it is to interest pupils in language work, and what a delightful task it is to teach them after they are interested, they would then be as eager for teaching as they are now for avoiding this subject.

By language I do not mean primary grammar. It is one of the saddest faults of the school-room to hear a child glibly recite the rules of grammar, and yet not be able to compose a decent English sentence.

On beginning work last fall, I found that the third and fourth reader pupils had never had any special language drill; immediately they were organized into one class, under the name of the "B Language." They used no text-book. I used Mrs. Heath's as a reference-book. During the fall term, we learned about name words and how to write them, about quality words, action words, etc.; about the different kinds of sentences, and how to make and write sentences of our own; and when to use the capital, period, comma, question-mark, surprise-mark, apostrophe, and the quotation-marks. We also learned many new words, and how to use them.

Near the close of the fall term, we began to see that, although this drill was useful and necessary, it was insufficient, and that, if the interest of the class be kept up, something new must be found. We then tried writing stories from pictures. At first this required a great deal of patience and perseverance, but very

soon scarcely any exercise upon my part was necessary to draw a good story from each member of the class.

One day I came before the class with a picture of a little girl of four or five summers, who had her right arm around a large spotted cat, while in her left hand she held a newspaper which she and "Kitty" were pretending to read.

After having the pupils tell what they had seen in the picture, where the little girl was, how old she was, etc., I said, "Can you tell me what she has in her left hand?" "A paper," came from the class. "Do you suppose it is a piece of wrapping-paper?" "I think it is a real paper," ventured a boy; "newspaper," said I, "and now how many think the little girl is really reading?" After a moment's thought, they concluded that she was not old enough to read, but was only pretending. Then I asked them if they could not imagine that she was a real little girl, that she had a name and lived somewhere. Of course they could, and immediately their pencils were busy over their slates.

Now this talk occurs immediately after noon, and while the "Language" write their stories, other classes are reciting. After the recitation the slates are examined, some of them are the mistakes pointed out, and the good points commended. Then the class are told to bring their stories in upon paper the next day, when they are carefully corrected and again recited.

Sometimes my class take imaginary journeys, and write letters, telling all about them. This also, helps to fix geographical facts in the mind.

Sometimes they write "stories" about some little boy or girl they know. This they did very readily after the following line was placed on the board:

SUBJECT—NAME OF CHILD.

1. Who is he?
 2. Where does he live?
 3. Describe him.
 4. Tell a true story about him.
- } I. Appearance.
} II. Character.

The children liked this work even better than writing

from pictures. One little boy nine years old would fill his slate in a very short time.

If you could see and read some of the papers which they have written, you would not wonder that I think teaching language delightful work.

My object has been to teach the children to observe, to think and to express their thought in good, intelligible language, and I feel as though it had, partly (at least) been accomplished.

W. A. WEBSTER.

[We are informed that Miss Webster teaches in the country, so teachers in the rural districts will see what interesting and valuable work can be done in ungraded schools. Rural district teachers frequently excuse themselves from trying certain work, saying "This is all well enough in cities, but I'm in the country and can do nothing." Please bear in mind that a child in the humblest country school can write about a little girl and her cat, just as well as if in a finely graded school in a magnificent building in a great city. Country teacher, please study the above and put it to practice in your school, and I stand pledged that your pupils will be both interested and profited.—ED.]—*Educationist*.

OPENING EXERCISES.

"WELL begun is half done" is a familiar expression of a truth we can not fail to see when we have watched the effect of a good beginning in our school some morning.

Our children come to us from different surroundings, in different moods and with different ideas of the day's work before them.

Now if we can give them some little thought or word that will put them in a pleasant frame of mind and cause them to begin their work with a common aim of doing well—our day's work if not half done is certainly in a fair way to be well done.

First, let there be as much variety as possible. Do not let the children get the idea that they are to be lectured every morning about doing good or not doing wrong. Rather, if possible, let them look forward to that time as to something pleasant.

I can scarcely imagine a school happily begun without some

appropriate singing. Let the morning songs be different from those sung at other times, and let them be softly and reverently sung. Such singing can not fail to have a quieting influence on every child.

Some teachers insist very tenaciously on a daily repetition of the Lord's prayer. I know there are many objections to it, perhaps good ones. "They can not understand it." Perhaps not. But they can be made to understand that they are praising a Being who made everything and who gives us everything we have. That they are thanking him for these blessings we receive, and are asking Him to help us do what is right. If the children have this idea and say the words quietly with their teacher, it will have a good influence even if they do not understand every word uttered. But for smaller children this is often to be found little verses, easily understood, that are said in the same manner and, I think with better effect. *this can not be done in the proper spirit it had much better not be done at all.*

Of course there may be something beside this. If you begin your little talk in an unusual manner you have gained the children's attention. For instance: "What is a man called who paints?" "A painter." "Why did you call him that?" "Because that's what he *does*." The same idea can be brought out with reference to various trades and occupations, both for men and women. Then the children can be led to say that good people are called bad or good according to what they *do*. This can be said to children also. The children will then be surprised and pleased if you tell them there is a little verse in the Bible which teaches the same thing—"Even a child is known by his doings." "Let me see what you are going to do to-day that I may know whether to call you." If I mistake not you will see every little hand pick up a pencil and begin work in a way that shows its owner to be called something good.

There are a great many lessons that can be taken from the Bible, though it is not necessary that it should be used daily. I think it a good idea to teach children that although the Bible was not written to use particularly in school, still we can learn very many things in it that apply to us in our work right now. As, "Study to be quiet;" "Obey them that have the rule over you;"

you," and many others. It seems to me quite as well to begin with a little verse and talk about it, as to talk up to it. Let one method serve to vary the other.

There are many helpful stories that may be read to children. Do not moralize too much over a story. See that the children understand the main points, and ask them what they think of certain actions, but let them apply the moral to themselves, and do not always tell them to "go and do likewise." M. F.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

COUNTY INSTITUTES.

AS the season for county institutes approaches the earnest and thoughtful county superintendent casts about to see what he can do to make the week of the greatest value to the schools of his county. The county institute is next to the township institute in importance as an agency for improving the schools of the county. But its possibilities are seldom realized. It will be profitable to consider some of the causes of the partial failure of the institutes to accomplish what was intended by those who brought it into being.

1. The law does not provide a sufficient fund to defray the expenses of a good institute. The State gives \$50 for this purpose to each county. A good institute can not be conducted for less than \$150.

2. The opinion prevails in too many counties that the institute must be conducted by home talent. The result is, too often, that persons are employed to instruct who have no fitness for the office. They are either stupidly dull and uninteresting in the presentation of what every one in the assembly knows as well or better than they, or they are some smart Alocs, who, as Carlisle says, have got the dried skin of something and go about beating upon that and making a great noise. Hours of precious time are spent in an animated discussion between two or more

of these, of the difference between tweedledum and tweedledee without any clear idea on the part of any one of the putants of his particular "dum" or "dee." And I have such institutes to be voted at the close a "grand success" by those who have not obtained a single thought that would be of any value to them in teaching. The few capable and earnest men and women who went for bread and recreation go home sick and sore.

Our exhortation to institute managers is, pitch your institute a little above the lowest half of your teachers. You must set a standard for them;—not too high, but high enough to demand their best and most earnest effort. When your best and most frivolous teachers praise an institute, there is cause to suspect that it was of little real value. Your commanding duty is to elevate and instruct, not to pander and cater to the whims and tastes of the least earnest and least intellectual element in your county.

3. The attendance in many counties is tardy and irregular. Monday and Tuesday are the weak days. Thursday and Friday are the big days. This tardiness in entering, works badly to the delinquent and to him who has been present from the start. The former can not enter on Thursday morning upon a regular course of instruction arranged for a week, and find it uninteresting. He virtually loses the whole of it. The latter is often compelled to yield to a change of programme to accommodate the late comer, and thereby is defrauded of what would have been of greater value to him. The superintendent has the duty to insist upon the prompt and continued attendance of his teachers at the institute. He fails in his duty if he does not do so.

I have named three elements of weakness in our institutes. There are others, and some of my readers will be inclined to rank some of those not mentioned as greater than these.

Much may be said for our institutes by way of commendation and some remedial agents are at hand that may be profitably employed.

1. The institute has grown from nothing to its present immense importance in the school economy of the State, in

short period. It, and the township institute, and, we hope, the prospective Teachers' Reading Circle must, for some time to come, afford all the opportunities for professional education which the great mass of our teachers will improve. They must take the place of normal school instruction in the theory and art of teaching. Let us make the most of them.

2. The institute is a powerful agency in binding together into a sympathetic union the teachers of the county. The value of this unifying influence is very great. The teacher more than almost any other laborer, needs the sustaining power which arises from combination. Personal intercourse and acquaintance are necessary to the cementing of this union. The social element in the institute should be encouraged and ample provision made for social intercourse.

3. It is probable that the principal evils attendant upon our institutes all arise from the need of more money. The only remedy in this case at this time is an assessment upon the teachers. Every institute costs the teacher who attends it in time and money from ten to twenty dollars. He would much prefer to add another half dollar or dollar if need be to this expenditure if by so doing he can receive first-class instruction, than to spend his ten or twenty dollars and get nothing or next to nothing in return. Good instructors can only be obtained for good compensation. What costs nothing is generally worth nothing.

Besides, the State pays for the examination of teachers, which in justice, probably, they themselves ought to pay for. Should the usual fee for examination be charged an ample institute fund would be provided. Until some such provision is made it is the teacher's right that he be furnished with first-class instruction at the institute, and that he pay his quota of the expense necessary to secure such instruction.

KNOWLEDGE AND POWER.

It is a favorite notion of the conductor of this Department that an analytic study of the meaning of terms that have been long employed and which everybody is supposed to understand,

is an essential aid to clear thinking on the subject in which terms are used. *Knowledge* and *power* are two terms used in educational discussions. What is it that each name

"Knowledge is power" is an old saying, from which we might infer that knowledge is a species under the power: that power is a whole of which knowledge is a part. The teacher needs to make a sharper discrimination. Knowledge is not power, but rather a stimulator and director of power. To know is to exert a certain power of intellectual activity. The mind puts forth a certain kind of action which we call knowing and which we easily distinguish from that other form of action we call feeling. What we want to impress is that *knowing* is a name given to a certain kind of acts of the mind. What does it mean to know my watch? I exert an activity of my sense of touch, of color, of weight, of solidity, of resistance, of motion, and so on. I remember the source from which I obtained it, and the process by which it was constructed, and that it will continue to act for some time in the future as it has acted for some time in the past,—I compare and contrast it with other things, and conclude that the cause of the watch was an intelligent one that had a certain design in its construction. These and other different acts put forth I call knowing the watch. Now when the mind puts forth these acts often enough or with intensity enough so that they will be repeated by the mind spontaneously or by the slightest suggestion, this tendency or condition of the mind is called knowledge. Knowledge is a tendency or impulse of the mind to repeat former acts of knowing. Our knowledge is as extensive as is the range of these tendencies. We see, therefore, that our knowledge may be immensely greater and more extensive than what we know at any one moment of time.

But this tendency to repeat former acts of knowing is what is meant by power, and whether acts of knowing constitute power or not depends upon how those acts are performed.

Knowledge is the ability to rethink what has been thought before,—I am using the term knowledge as synonymous with information,—Power is the ability to make new constructions. Knowledge is a repetition of an act previously performed.

reasons from what is to what must be, and thus comes by new knowledge through the process of deduction.

This ability to make new constructions results from *instruction*. Instruction is the building up in the mind of information or knowledge into an organic whole of mutually related parts. Information, or knowledge is the possession of facts. Instruction is "*setting these in order*" in the mind. Every fact bears some necessary and true relation to every other. When I have discovered this relation I am instructed in regard to the fact. So long as it stands out by itself unrelated to other things it is mere information.

Through the process of building up facts that the mind has acquired into wholes, and these wholes into larger wholes under the leadership or direction of a teacher, the mind acquires the power to make these constructions independently, and can eventually infer from a few facts acquired, what must be the other facts that accompany these. He is the man of greatest power who, from the fewest known facts can infer the greatest number of related facts that must accompany these and complete the whole of which they form a part. Instruction, under the proper direction of a teacher, will lead to the power of self-instruction. Then the teacher becomes useless. Every teacher should strive to make himself useless to his pupil as soon as possible.

The acquisition of information is a necessary condition of instruction, but instruction does not necessarily accompany acquisition. The mind may cram itself with facts without any instruction. When it "*sets these in proper order*",—which is the original meaning of *instruct*,—then it acquires by that exercise, if long and intelligently pursued, that power which is called *mental discipline*, or *training*, which is the end of all educational endeavor.

TEACHERS' READING CIRCLE.

THERE are three parallel lines of study marked out for the Teachers' Reading Circle for the first year. One of these is a science study, viz., The Science of Mind. The teacher more than any one else needs to know what are the conditions most

favorable to the mind's action ; what are the nature and law of the different processes of its action ; and what are the products resulting from its action. The *conditions, processes, and products* of the mind's activity are the three things upon which the teacher must fix his gaze, if he shall lead the child most intelligently and successfully. We hold that Mental Science is one of the Natural Sciences. It is the aggregate of the principles and laws in accordance with which human spirit acts ; as Physiology is the aggregate of the principles and laws which the organs of the body obey. The principles and laws of spirit are as invariable as those of matter. But it is much more difficult to discover and to enumerate them. Certain of them have been discovered, described, classified and form the present Science of the Mind. Much more remains to be discovered. What is known is of valuable assistance to the teacher in enabling him to decide intelligently in regard to the matter which he should teach and the method of teaching it.

Another line of study is *Methods of Instruction*. This is in company the study of Mental Science, and forms what is the professional part of the course, which is the distinctive characteristic of the course.

The third line of study is General History. The chief purpose of this is general culture. The other general culture subjects, to be studied at a subsequent time, are Literature and the Physical Sciences. The course contemplated will require four years for its completion, but each year's work will be a unit in itself.

Arrangements have been made by which the text-books adopted by the Board of Directors, will be furnished members of the circle at greatly reduced prices.

THE THEORY OF METHODS IN READING

IN articles that have heretofore been written in regard to the methods in reading, the purpose of reading and its different stages, have been discussed.

It is now the desire to consider the *means of making the study interesting*.

This is obviously of greater moment in its relation to preparatory and primary reading than in relation to advanced reading. In preparatory reading and largely in primary reading, the work consists mainly in the association of the idea with the printed form. The effort is in effect the mastery of a printed form. The printed form is, in itself, of comparatively little interest to the child. Without doubt, its newness, and the effort to imitate it, will invest with some slight interest the task, for considered wholly in itself, the mastery of printed forms is to the child a task. If, therefore, it be admitted that interest is the basis of attention, and attention the basis of permanent acquisition, it becomes at once evident that the study of words and sentences as forms, which is the nature of the work in the early stages, should have thrown about it some greater interest than that which arises from the consideration and mastery of a visible form.

It is not at all the intention in this article to present new means of interest, but merely to present and emphasize the value of old and well known means, such as:—

1. Illustration, objective, pictorial and verbal.
2. Conversational exercises.
3. Reading to pupils.

The first means is based upon the principles that the strongest and most interesting bond of association that a word can have is its meaning presented in conjunction with the form, and that, other things being equal, that is most easily acquired and best retained, which is presented most concretely, vividly and graphically. These would indicate that whenever the word stands for an object, the object should, if possible, be at hand, or a representation of it in a picture or upon the board, in order that the qualities for which it is known may be observed and associated with the printed form which is its symbol. There are, however, many words that are susceptible of neither objective nor pictorial illustration. These are to be made vivid in their significance and therefore interesting, through verbal illustration, i. e., by picturing out to the minds of the pupils, the ideas for which the printed forms stand. In order to make the mastery of such words interesting, there are required verbal comparison, analogy

and illustration to the degree that the significance shall be present to the mind's eye.

In reality every word represents an object or a combination of objects, and may therefore be made strongly interesting to pupils by being pictured out in words representing the object. That every word represents either an object or a combination of objects does not at first appear; yet a close analysis of every word as of, from, this, that, towards, resting, etc., will show that each represents an object or objects in certain relations and conditions.

Pestalozzi was the first who introduced the systematic use of objects and pictures as an element of interest and knowledge in language work; but long before, a greater teacher than he, who "spake as never man spake," gave the true way of making every abstract term, figurative word and phrase with significance and interest by the simple and interesting method of picturing it out to the mind's eye through analogy and verbal illustration. The New Testament is rich in examples of verbal illustration. Among them will be remembered the following:—

When the Savior wished the Jews to understand His meaning in *Jerusalem, and the destruction of Jerusalem*, in order to fix the phrases to the utmost, he said—"O Jerusalem, Jerusalem, that killest the prophets, and stonest them which are sent thee, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and thou wouldst not! Behold, your house is left unto you desolate."

The judicious employment of the device of picturing the mind in reading lessons upon all appropriate occasions tend to enrich and fill with interest the usually uninteresting process of mastering words as forms. It may be said in objection to this that such a process, in conjunction with the other means of illustration, would require too much time. The reply is, that mere instruction, the mere lodging in the memory of words may be pressed, but that education is of slow growth.

The second means,—conversational exercises,—is based upon the principle that education is a process in which mind acts upon mind, and that in order that the process may be successful

st be sympathetic harmony between the minds, to insure freedom of mind action on the part of those addressed. It should therefore be the constant aim in the early reading work, to foster, using every fitting opportunity, that sympathy and freedom which will arise from the interweaving of conversation and instruction upon the forms of words. This is one of the most accessible approaches to the interest of the child.

The third means of interest,—reading to pupils,—will claim mention in a succeeding article. HOWARD SANDISON.

THE SCHOOL ROOM.

Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

SENSELESS ANSWERS.

QUESTION.—What was the Monroe Doctrine?

ANSWER.—That the American Continent had no right to go to Europe and make civilization by European power.

QUES.—Describe Thibet as to population.

ANS.—Thibet has a scanty population and the people are confined to the valleys who are mostly monadic herdsmen.

Q. Where are sponges found?

A. Some sponges are found in deep shallow water.

Q. For what does Liverpool import cotton?

A. To make woollen goods.

The above answers were given in written examinations. They are not all given by the same pupil. They would be funny if they were not so sad to know that they are most frequently given by hard working pupils. The pupils who gave these are not fools. If they were we would have no more to say. After the examination is over call these pupils to you and read these answers and they seem to see that the answers are ludicrous. There is something wrong. What is it? May be it is the result of teaching for percents. How do we teach for percents? Make the children turn the words whether they understand them or not. Have them repeat them in the recitation. Have Johnny say it and Jimmy say

it and then all say it, and sing it, and say it until every boy can say it by the reflex action of the spinal cord.

Every teacher will probably say to himself, "Yes, I've done that done, but *I* don't do such teaching as that." We have done so ourselves, and then have caught ourselves doing not just as bad as above, but something similar and just as bad. Did you ever discover that your pupils were laboring to learn the words of a lesson when they had not the remotest idea of their meaning? Watch your own work carefully for awhile.

Have pupils read a Geography lesson to you before they attempt to commit it. Question them in such a way as to make them read it understandingly to answer your questions. Do not require them to memorize the words of the book when they can express reasonably well the ideas in their own language.

There is a good that comes from getting the exact words of the book. If a class has become careless and inaccurate it will be of great help to require them to give the exact words of the book for awhile.

E C H O .

TEACHER.—Mary, what is a noun?

MARY.—A name.

Tr. A name.

John, what is a verb?

JOHN.—A word that asserts.

Tr. A word that asserts.

What is a pronoun, Jennie?

JENNIE.—A pronoun is a word that stands for a noun.

Tr. Stands for a noun.

Tr. What is the capital of Indiana?

PUPIL.—Indianapolis.

Tr. Indianapolis. What is the largest river that flows through Indiana?

Pu. Ohio river.

Tr. Ohio river.

Why these reverberations? Why become a sounding board? Echo answers, Why? "*I* do not do so," says the reader.

are glad to hear it. The next time you teach a class watch yourself closely and then let us hear from you.

Very little can be gained from this reflecting process and much may be lost. Time is wasted. Not much at once. The heart does not rest much between beats, but the aggregate for one day nine hours.

Another bad effect is, a pupil falls into the habit of answering in an undertone, knowing that his lieutenant will repeat the answer so that it may be heard all along the line.

H A N D S .

THE incessant and indiscriminate raising and swinging of hands during a recitation is a very pernicious habit quite prevalent in many schools. We have stepped into school-rooms where this habit has been formed and attempted to ask a question, and before we could possibly finish the question there would be half a dozen hands flying high above the pupils' heads, and quite frequently some of the more eager pupils would get up and lean forward, shaking their hands vigorously in our very face.

A story is told that shows what a thoughtless and thought destroying habit this is. It is as follows: A superintendent went into one of his school-rooms and found the children very eager to answer his questions, judging from the vehement hand swinging at each question. After asking several questions, he said, "How many of you know" (hands were flying by this time) "who I am?" Hands all up. "Well," said he, "How many of you think I am—(hands all up, fingers snapping, some pupils standing, pushing up first one hand and then the other, and all were smiling and eyes were all sparkling) "a horse?" continued the superintendent. Hands were up only an instant longer. The pupils discovered something. Some sort of a mistake had been made. They looked and felt foolish.

Putting up the hand is a very convenient way of indicating that a pupil has something to say. We like it. But there is a time for every thing under the sun. Teach the pupil that it is impolite, to say the least of it, to put the hand up when any one is talking. Do not bother a pupil who is reciting by raising hands.

Do not put up hand when the teacher asks a question unless the form of question requires it. Let pupils understand that when a question is put as follows, he should not put up his hand: "Which is the largest ocean?" But if the question is in the form: "How many can tell which ocean is the largest?" all who can answer should raise hands. They should not raise hands before the question is finished. The reason is plain. Pupils who know what you are going to ask and do not wait to hear the question frequently do *not* hear what you really ask. Take the plan of the superintendent referred to and break up this habit. A good plan to break it up is to call on some pupil to answer as soon as he puts his hand up. He will either answer what you thought you were going to say, or will remember that you have not finished your question, and see that he is making a mistake of himself.

DICTATION EXERCISES.

THESE might be called Homeopathic examinations. They are conducted as follows: Pupils are furnished with paper cards large enough for the answers only. The questions are such as can be answered in a word or two. The teacher gives a question orally, and waits what he considers a sufficient time for the pupil to write the answer: he then gives another, waiting for the answer to be written as before. Thus he proceeds until he has given all the questions. Some of the advantages are, (1) each pupil has an opportunity to answer every question in his own way; (2) it makes the pupils think quickly and accurately. It is a fact that some strong pupils in recitations do not stand up to this kind of work. Yet if it is kept up such a pupil will be benefited by it. The following was given to a class whose average age was about 9 years:

1. What is the capital of Kentucky?
2. What river separates Illinois from Iowa and Missouri?
3. What lake north of Ohio?
4. What mountains in Missouri?
5. What lake between lakes Huron and Erie?
6. Into what river does the Wabash flow?
7. What mountains between Kentucky and Virginia?

3. What is the capital of Wisconsin?
 4. What city at the head of Lake Michigan?
 5. What city on the Mississippi near the mouth of the Mis-
 souri?

These can be given in five minutes. The teacher can mark an ordinary class in fifteen minutes, or the pupils may exchange papers and mark in five minutes. To get much good from such exercises they should occur frequently at the recitation hour. The children like such exercises.

The following is one given to children eight years of age :

(1)	(2)	(1) $66 + 5$
945	799	(2) $35 + 7$
589	499	(3) $75 + 8$
549	395	(4) $84 + 9$
759	349	(5) $75 + 9$
359	598	(6) $41 - 3$
864	795	(7) $52 - 3$
599	457	(8) $61 - 2$
656	778	(9) $41 - 4$
655	775	
<u>59</u>	<u>578</u>	

- (10) What must be added to 59 cents in order to buy a book worth 62 cents?

Allow 25% for each of the first two, and 5% for each of the last ten.

The work should be done on the slate. Allow $1\frac{1}{2}$ min. to do the first two, counting from the time the pupil finishes copying the example from the teacher's dictation. The others should be done without copying and the answer only should be written almost instantly. Teacher says, "No. 1; $66 + 5$," (waits an instant) "write."

Try this. We would be pleased to have a report, with any suggestions that might occur to you.

Those days are lost in which we do no good. Those worse than lost in which we do evil.

TOO MUCH.

A BANKER discounts a draft for \$860 payable in 90 days at 6%, exchange $4\frac{1}{2}\%$ premium. What does he pay for the draft?

This is a problem given in exchange. Here is the regular explanation: 6% of \$1 for one year is 6 cents. 90 days are 93 days. 93 days equal three and one-tenth of a year. If the interest on one dollar for one year is 6 cents, then for three and one-tenth of a year it is three and one-tenth of 6 cents, which are eighteen and six-tenths of a cent, which equal one hundred fifty-five ten-thousandths of a dollar.

One dollar minus one hundred fifty-five ten-thousandths of a dollar equal ninety-eight cents four mills and five-tenths mill.

$4\frac{1}{2}\%$ per cent. of \$1 = \$.045. $$.9845 + $.045 = $1.0295. $1.0295 \times 860 = \$885.37$, what he paid for it.$

Not a word has been said about exchange—the subject of the problem. Consideration. The process of obtaining the interest was explained. Bank discount was touched. Save time for the problem in question. Explain only the *new*. The proceeds on \$860 counted for the given time at the given rate is \$.9845, is to bring us to the exchange. One dollar will cost \$.9845 + exchange on \$1, = \$1.0295. \$860 will cost 860 times \$1.0295 which is \$885.37.

“Now, Mary, you need not rub that out. I saw you cheat. Didn't you know that was cheating? You ought to be ashamed of yourself. What do you mean? What do you think your mother would say? What do you suppose will become of you?”

All said in the presence of the school. Said loud and clear. Stop it.

- Sometimes pupils have been kept in a half hour every day for a week, because they were tardy once $\frac{1}{4}$ of a minute. Entirely *too much*.

Men may bend to virtue, but virtue can not bend to men.

EDITORIAL.

A. BELL, Editor-in-Chief and Proprietor.
 O. P. BROWN, Pres. State Normal School, Associate Editor and Editor of the Department of Pedagogy.
 WIS H. JONES, Principal Indianapolis Training School, Editor of the Primary Department.
 O. F. BASS, Supervising Principal Indianapolis Schools, and Critic in Training School, Editor of The School Room Department.
 W. BRAYTON, Prof. of Natural Science in the Indianapolis Schools, is Editor of the Popular Science Department.
 Prof. E. E. SMITH, of Purdue University; HUBERT M. SKINNER, Chief Clerk Dept. Public Instruction; JAS. BALDWIN, Supt. Schools Rushville; HOWARD SANDISON and W. PARSONS, of the State Normal School; EMMA MONT. MCRAE, Principal Marion School; H. S. TARBELL, late Supt. of the Indianapolis Schools, are frequent contributors.

Many other able writers contribute occasional articles to the JOURNAL. Should all be enrolled as "Contributing Editors" who contribute one article or more a year the could be indefinitely extended.

This large list of special editors and able contributors insures for the readers of the JOURNAL the best, the freshest, the most practical thoughts and methods in all departments of school work.

The Miscellaneous and Personal Departments of the Journal will not be neglected, but places special emphasis on its large amount of unequalled practical and helpful educational articles.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the old address as well as the new, naming the county as well as the state.

RENEW.

With this issue the time of several hundred subscribers to the Journal expires. Let every one renew at once, so that no break will occur in his file. A complete volume of the Journal, even when not bound, is very valuable for reference.

ADVERTISEMENTS.—Special attention is called to the large number of new advertisements in this number of the Journal. A teacher recently said that he never failed to read the advertisements in the Journal. In this way he kept posted in regard to new books, schools, etc., etc. He concluded by adding that the advertisements alone were worth to him the price of the Journal. By reading the advertisements this month a great variety of valuable information can be obtained.

THE JOURNAL'S PROSPERITY.—This is the largest issue of the Journal ever made,—and it is now in its *twenty-ninth* year. The coming and going of rival papers affect it but little. Its real worth comes from its value to every progressive teacher. Being in pamphlet form it is easy to file and preserve it, and thus its value is more than doubled.

HONESTY is the first element of true manhood; it is the foundation stone of christian character. If a person does not tell the truth, pay his honest debts, long prayers and loud professions will avail him nothing.

This does not refer to you, reader; but there are a very few subscribers who have not paid for their Journal, though they promised to do so some time ago. They have simply forgotten it.

INDIANA AND THE NATIONAL CONVENTION

Indiana had not less than a hundred representatives at "the national convention" at Madison. An Indiana man, Pres. Smart, of the State Normal School, organized the "exhibit," which surpassed that at the Center in extent and quality. The Indiana part of the exhibit, under the control of State Supt. Holcombe, was one of the best if not the best so conceded by disinterested parties. [A promised report of the exhibit failed to reach us in time for this issue.]

An Indiana man, W. N. Hailman, Supt. of LaPorte schools, was at the head of the Kindergarten Institute and Exhibit, which was in magnitude and interest any meeting of the kind ever held in this country.

Prof. L. S. Thompson was President of the Art Department; J. B. Moss, Pres. of Indiana University, is President-elect of the National Educational Department; Geo. P. Brown, Pres. of the State Normal School, was chosen Secretary of the Council of Education, and also of the Department of Normal Schools; and H. S. Tarbell, late Superintendent of the Indianapolis schools, declined a re-election as Secretary of the National Association.

W. T. Harris, than whom there is no higher authority, says that in all things considered Indiana has the best *system* of schools in the United States. Indiana can hold up its head.

THE POSTAL LAW.

There is a law in force that gives the publisher an undue advantage over the subscriber. It is this: Any one subscribing for the Journal is under obligations to pay for it as long as he takes it from the office, although the time for which he subscribed may have expired.

the law was made in the interest of impecunious newspaper men, and is unjust to the subscriber. If I subscribe for a paper for one year and pay for it for that time, that is a definite contract for a definite time, and a publisher has no moral right to shove his paper on me for a longer time simply because I may forget to order it stopped the time. It is the publisher's business to notify me when the time expires, and then I can renew the contract *if I choose*.

Because of the unfairness, not to say injustice of the law, and also the unsound business principle involved, the Journal has stood by its contracts. When a teacher pays for the Journal a year he may expect to get it the full time and no longer, unless he expresses a wish to have it sent longer. Of course renewals are *very desirable*, but they will not be *forced*.

The above is written to save some teachers the trouble of writing and say "The time is out for which I subscribed; please discontinue the Journal for the present."

ANOTHER NEW DEPARTMENT.

The Journal being determined to stand at the head of papers of its class, has added still another department. The "Primary Department" and the "Department of Pedagogy," added last year, and each edited by a person eminently fitted for his work, increased very much the value of the Journal. These two departments have been so highly appreciated that a third is now added:

THE SCHOOL ROOM.

This department will be conducted by Geo. F. Bass, a supervising principal of the Indianapolis schools and a critic teacher of the Training school. His high qualifications will be conceded by all who know him.

The chief object of this department will be to make practical suggestions, to give illustrative lessons, to give emphasis to the *how* rather than the *why*; in short, to furnish the teacher, especially the young teacher, with practical lessons and methods that can be applied in the every-day work of the school-room. They will be taken from daily experience and observation, and therefore must be practical and useful.

WILL IT PAY TO TAKE NOTES?

Will it pay to take notes at the institute? Yes. Note what you *not* like as well as what you do like. Write your notes carefully in a book so that they may be read after you leave the institute. It will not pay to take notes if they are written so poorly that they can

not be read after they get "cold." It will not pay if they are loose slips of paper and lost before they have been read. It will not pay to take notes if you fail to use them in the future. They should then be taken in such a manner as to be convenient for future use.

Some object to taking notes because so much time is spent in writing that much that is said is lost. This is not necessarily the case. "Take notes" does not mean write all that is said. It is just enough to enable you to recall the point; it may be only a few words. Certainly not more than half a dozen need ever be written. As you go on day or as soon as convenient classify, amplify and rewrite. Put all on grammar together, all on reading together, etc. Then you can then be easily referred to.

If you note what you do *not* like it will do you good because it will cause you to study the subject in order to sustain your judgment in condemning what you noted. You may change. You may find you were wrong.

It is one of our habits to take notes. It has done us much good. When we get the blues some day and it seems that everything is wrong, we have taken our note-book and read. It sets us to thinking. We probably do not do just what the notes say. We do something better. It is like this: You are in trouble about something. You talk the matter over with this friend and that, getting some advice and suggestions from each. You finally do as you please. You do something different from anything that has been told you; but you were told suggested to you what you thought better. Your trouble was stimulated.

Take notes and use them afterwards. Don't try to use all at once. Take one subject at a time. It is not necessary to even read all on this subject at one time. Read until an idea is suggested. Take the idea; work it up; make it yours; test it by work. Read again for another, and so continue. Take notes and use them. It will pay.

THE GREAT CONVENTION.

The Teachers' Convention held last month in Madison, Wis., may be known in the educational history of this country as The Great Educational Convention. Fully six thousand teachers attended. It was, probably, the greatest convention of the kind that ever assembled in the world. It is not probable that another assembly of teachers of like gigantic proportions will convene during the present century.

This convention was great not alone in numbers. The ablest educators of the country were there. Men and women who

ectors of thought in every department of popular education in
s nation were in attendance. Every school of educational think-
had its representatives.

It was great in that influence which attends large numbers. Each
dividual teacher was strengthened by the consciousness that he or
e was one of a mighty host, led by the ablest minds toward one
gle purpose.

It was great also in that influence which results from a wide pub-
ation of what is said and done. Probably no convention of teach-
s was ever so extensively reported by the press of the country. As
rule teachers are too indifferent to the powerful influence of the
ess. They experience and appreciate it when it is used to dissem-
ate ideas harmful to what they deem the best interests of education,
t they are not sufficiently alive to the importance of employing it
generating a right public sentiment.

The convention was a great financial success. The national asso-
ation when its last session at Saratoga closed was in a bankrupt
ndition. It has been scarcely able to pay the expenses of its meet-
gs and its publications for years. The present convention closed
th about six thousand dollars in the treasury.

Those to whom the honor of the success of this great meeting is
iefly due are the President of the Association, Hon. T. W. Bicknell,
Boston, who has given much thought and labor during the past
ar to the organization of the many elements that contributed to the
eat result. Mr. Bicknell has demonstrated an organizing power
cond to no man in this country. Every part of the vast machinery
the meeting performed its office perfectly and without a jar. But
r. Bicknell would have been powerless without the able coadjutors
o executed so ably what he planned. Among these most valuable
sistants was President D. W. Parker, of the Normal School of Fall
ver, Wis. To him was assigned the important work of making
e necessary arrangements with the numerous railroads of the West
d North-west. His success in this contributed greatly to the suc-
ss of the convention. But Hon. J. H. Carpenter, chairman of the
cal committee of arrangements, together with the citizens of Mad-
on, contributed more than all other agencies toward the universal
isfaction which every one felt with the convention. For a city of
elve thousand inhabitants to find beds and board for six thousand
angers was an Herculean task. But so united was the effort of
izens and state and city officials, and so generous was the response
om every quarter that if there had been eight thousand visitors they
uld all have been comfortably housed and fed sumptuously. And
perfectly was this difficult work organized that every guest found
s host without confusion or delay.

But we should omit a feature that contributed hardly less to the

grand success of the convention than anything we have met with if we failed to speak of the educational exhibit. This was pronounced by competent judges the best exhibition of the kind ever met with on this continent. Its success was largely due to the organizational and executive ability of an honored citizen of Indiana, President J. B. Smart, of Purdue University.

But time would fail us to make mention of all who are worthy of honorable mention because of the contributions they made to the success of this great meeting.

The influence for good of this convention to the cause of education in the North-west must be very great. It is now proposed to undertake to do for some section of the South next year, what has been done for the North-west. The present officers will undertake it is hoped, to repeat as nearly as circumstances will permit, the success of this convention in some of the Southern States next year. The representation from the South was large and enthusiastic. The hearty union of the teachers of the two sections will hasten the success of the people. The officers for the coming year are:

President, F. Louis Soldan, St. Louis, Mo.; Secretary, J. Sheldon, Boston, Mass.; Treasurer, N. A. Calkins, New York.

LIST OF BOOKS FOR HOME READING FOR CHILDREN

One of the important duties of a teacher is to direct the reading of girls in their miscellaneous reading. First the teacher should create a desire on the part of the pupils to read, and then he should direct this reading. A teacher can hardly do a better thing for his pupils than to cultivate in him a love of good books. The possible influence a teacher may do for schools and for communities in this direction hardly be over-estimated.

The following list of books and papers for young people includes all that are commendable, but it does not include anything objectionable. It has been prepared with great care and is intended to help teachers both in directing private purchases of books and in selecting books for libraries.

HISTORY.

- 1 Young Folks' History of the United States.....H
- 2 Young Folks' History of American Explorers.....H
- 3 Stories of Discovery.....H
Illustrative of the period of discovery and settlement in America.
- 4 Pioneers of France in the New World.....H
- 5 The Discovery of the Great West.....H
- 6 The Old Regime in CanadaH

Story of Liberty.....	Coffin
Boys of '76.....	Coffin
Boys of '61.....	Coffin
The Building of the Nation.....	Coffin
Young Folks' History of the War for the Union.....	Hamplin
Stories of Greek History.....	Yonge
Stories of Roman History.....	Yonge
Cameos from English History.....	Yonge
Dickens' Child's History of England.....	Yonge
Boy's Froissart.....	Lanier
History of France for Young People.....	Kirtland
History of Germany.....	Yonge
Abbott's American History.....	Six Volumes

BIOGRAPHY.

Life of Washington.....	Weims
Life of Franklin.....	Parton
Life of Jefferson.....	Parton
Life of Alexander Hamilton....	Lodge in Am. Statesmen Series
Life of Daniel Webster.....	Lodge in Am. Statesmen Series
Boy's King Arthur.....	Lanier
Men and Manners of a Hundred Years Ago.....	Scudder
Young Folks' Heroes of History.....	Towle
Washington and his Generals.....	Headley
Napoleon and his Marshals.....	Headley
Life of Columbus.....	Abbott
Cyrus the Great.....	Abbott
Alexander.....	Abbott
Julius Cæsar.....	Abbott
Queen Elizabeth.....	Abbott
Mary, Queen of Scots.....	Abbott
Marie Antoinette.....	Abbott
Life of Farragut.....	By his Son
Life of Lincoln.....	Hay
Life of Garfield.....	Hinsdale
Life of Noah Webster.....	Am. Men of Letters
Life of Motley.....	Holmes
Alfred the Great.....	Hughes
Plutarch's Lives.....	
Life of Horace Greeley.....	Parton

NATURAL HISTORY AND SCIENCE.

Little Folks in Feathers and Fur.....	Olive Thorne—Miller
Fairyland of Science.....	Arabella—Buckley
History of a Mouthful of Bread.....	Mace
Madame How and Lady Why.....	Kingsley

48	The Boy Engineers	
49	Six Little Cooks.....	K
50	Queer Pets.....	
51	Half Hours with the Stars	
52	Half Hours with the Insects.....	
53	Homes without Hands.....	
54	The Seven Little Sisters.....	A
55	Natural History—Birds.....	
56	Childhood of the World.....	
57	Wake Robin.....	Bu
58	Winter Sunshine.....	Bu
59	In the Sky Garden.....	Cha
60	Geological Stories	
61	Nature's Bye-Paths	
62	Insect World	
63	Natural History of Selborne.....	Gilber

TRAVELS AND ADVENTURE.

64	Stories of War.....	
	Illustrative of the Civil War.	
65	Stories of the Sea	
66	Stories of Adventure	
67	The Bodleys Abroad.....	S
68	The Boy Travelers in China and Japan.....	
69	How I Found Livingstone	
70	Tent Life in the Holy Land	
71	What Darwin Saw.....	
72	The Malay Archipelago.....	V
73	What we Saw in Australia	
84	Journey in Brazil.....	L. and E.
75	Arctic Boat Journey.....	
76	A Journey to Central Africa.....	B.
77	Zigzag Journeys in the Occident.....	Butt
78	Zigzag Journeys in the Orient.....	Butt
79	Zigzag Journeys in Classic Land.....	Butt
80	Zigzag Journeys in Europe	Butt
81	Walks in London.....	
82	Walks in Rome.....	
83	Two Years Before the Mast.....	

MISCELLANEOUS.

84	Selections of Poetry for the Use of the Schools.....	
85	Tom Brown at Rugby.....	
86	Robinson Crusoe.....	
87	Æsop's Fables.....	
88	Danish Fairy Tales.....	Ar

89	Grimm's Fairy Tales.....	
90	Tales of Ancient Greece	Cox
91	Evangeline and Miles Standish.....	Longfellow
92	Snowbound	Whittier
93	How to Do It.....	Hale
94	Cassell's Book of Sports and Games.....	
95	Little Women.....	Alcott
96	Old Fashioned Girl.....	Alcott
97	Little Men.....	Alcott
98	We Girls.....	Whitney
99	Hans Brinker, or the Silver Skates	Dodge
	Illustrative of life and customs in Holland.	
100	Books and Reading	Porter
101	Books, and How to Use Them	Van Dike
102	The Reading of Books; Its Profits, Pleasures and Perils. Thwing	
103	Shepard's Historical Reader.....	
104	Scribner's Geographical Reader.....	
105	Romance and Tragedy of Pioneer Life.....	Mason
106	The Man without a Country.....	Hale
107	Rab and His Friends and Pet Marjorie	John Brown
108	Grandfather's Chair.....	Hawthorne
109	Wonder Book.....	Hawthorne
110	Tanglewood Tales.....	Hawthorne
111	In His Name	Hale
	Illustrative of persecution in France about 1200.	
112	Peasant and Prince.....	H. Martineau
	Illustrative of French Revolution.	
113	Dickens' Christmas Stories	

GEMS OF THOUGHT.

Not failure but low aim is crime.—*Lowell*.

He liveth long who liveth well —*Bonar*.

Delays have dangerous ends —*Shakespeare*.

"'Tis always morning somewhere in the world."

It is well to think well; it is *divine* to act well.—*Horace Mann*.

He who is truly at peace never suspects others.—*Thos. à Kempis*.

School-houses are the republican line of fortification.—*Horace Mann*.

Every day is a little life; and our whole life is but a day repeated.—*Bishop Hall*.

He is the happy man whose life e'en now shows somewhat of that happier life to come.—*Cowper*.

There is no policy like politeness, and a good manner is the best thing in the world, either to a good name, or to supply the want of it.

"It's too late to save me," said a poor old drunkard, when to reform. "It's too late to save me, but oh! for God's sake the boys." Yes, it was too late for him; he had fallen too far from the ever dream of forgiveness or peace. The demon of drink had his soul in bondage, and he had lost forever all hope of salvation. In the consciousness of his own degradation, he pleads not for himself but "for God's sake save the boys."—*Watchman*.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR JUNE.

THEORY OF TEACHING.—1. Why should the teacher have a knowledge of mental science?

2. Name the three general forms of mental activity.
3. Why should primary instruction appeal chiefly to the memory?
4. What is the word method of teaching reading?
5. What is school government?

PENMANSHIP.—1. Give two rules for the proper position of the body.

2. Write the letters which are one space in height.
3. State your method of distributing the copy-books, preparing to a writing exercise.
4. What is your method of teaching children of the first grade?
5. Write the small letters in which the first principle is used.

NOTE.—Your writing in answering these questions will be taken as a specimen of penmanship, and will be marked 50 or below, according to merit.

READING.—1. What object should you hold prominently in mind in teaching reading?

2. What should pupils be required to do in preparing a reading lesson?
3. Give your method of teaching reading to a second-reader.
4. What kind of sentences should be rendered in an ascending tone? What kind in a monotone?
5. What are the uses of punctuation? Give illustrations.
6. Read a selection given by the superintendent.

GEOGRAPHY.—1. Into how many classes is mankind divided with regard to social condition?

2. Name four peninsulas of Southern Europe.
3. Where are the following rivers, and into what waters do they flow? Irawady? Colorado? Zambezi? Yukon? Loire?

4. What water boundaries has New York ?
 5. Name the five seas tributary to the Mediterranean.
 6. To what system of inland waters do the rivers of Indiana belong? What prevents all the waters of Indiana from belonging to the same system?
 7. What divisions are separated by the Missouri river? What are they divided?
 8. Name the ten largest cities of the United States in the order of their size.
 9. What rivers on the boundary of Texas?
 10. Define foreign commerce, domestic commerce, exports, and imports.
 11. Describe three trans-continental railroad routes in the United States.
 12. Locate Munich, Bologne, Prague, Trieste, Jerusalem.
 13. How would you teach a class the reason for the variation in the length of day and night?
- The applicant may select ten questions.

- PHYSIOLOGY.**—1. What is the relation of mental activity to health?
2. Make a diagram showing the bones of the arm and hand.
 3. How do the intestines of herbivorous and carnivorous animals differ?
 4. What is the function of the pancreatic juice?
 5. What is fermentation?
 6. Describe the relative positions of the trachea and œsophagus.
 7. What is "heart burn?" How caused? 2 pts, 5 ea.
 8. Describe the liver and its functions.
 9. Describe the lacteals.
 10. Is the air at night less healthful than during the day? Why? 2 pts, 5 ea.

- GRAMMAR.**—1. Name and give examples of the different kinds of modifiers which may belong to the predicate noun.
2. Give examples of all the uses a pronoun may have in a simple sentence.
 3. Define a compound sentence and state in what it differs from a simple sentence.
 4. Define a clause. Write a sentence containing a substantive clause.
 5. Analyze the following :
 "Fair hangs the moon and soft the zephyr blows,
 While proudly riding o'er the azure realm,
 In gallant trim the gliding vessel goes."
 6. In what does the participle differ from the infinitive? In what are they alike?

7. When is a collective noun in the singular number? When in the plural number? Give examples.

8. What cases has the compound personal pronoun? Give examples of each.

9. What are the different methods used in comparison of adjectives? Give examples of each.

10. How is the passive voice of a verb made?

ARITHMETIC.—1. What is the difference between numeration and notation? Between the English numeration and the French?

2. What is discount? What is the difference between true discount and interest?

3. What is a right angled triangle? How is its area found?

4. In how many and what ways may the ratio of two numbers be expressed? Illustrate.

5. A man loaned \$800 for two years and six months, and received \$90 interest; what was the rate per cent?

6. A man travels from Halifax to Chicago; his watch shows 9 A. M., while the time at Chicago is 7 hours, 24 minutes, $24\frac{3}{4}$ seconds A. M. The longitude of Halifax being $63^{\circ} 30' 40''$ W., what must be the longitude of Chicago?

7. Find the amount of \$3,032.90 for 7 months 7 days at 7 per cent?

8. What principal will produce \$17.78 interest from Jan. 10, 1872, to March 13, 1872, computed by days at 4 per cent?

9. Two-ninths of A's money is equal to three-fifths of B's, and both have \$222; how much has each?

10. How far from the fulcrum must a person weighing 160 lbs. stand to balance a weight of 1,200 lbs., 2 feet 8 inches from the fulcrum?

11. A garrison of 1,800 men has provisions to last $4\frac{1}{2}$ months at the rate of 1 lb. 4 oz. a day to each; how long will five times as much last 3,500 men, at the rate of 12 oz. per day to each man?

12. Extract the square root of 91 to four places of decimals.

13. A rectangular field is 84 rods long and 63 rods wide; what is the size of a square field of the same area?

The applicant may select ten questions.

U. S. HISTORY.—1. Tell the story of the settlement of Rhode Island.

2. What connection did the Colonial wars have with the Revolution?

3. What was the general view in England of the Revolutionary war in its earlier stages?

4. Who were the commissioners to France that excited that country to aid the patriots?

5. Why were the Articles of Confederation unfitted to secure a permanent federal union?
6. Tell the story of Citizen Genet.
7. Under what President did the first Southern States secede? How was war actually declared in the civil war? 5, 5.
8. What evidence have we that in seceding the South simply carried out a project for which they had long been preparing?
9. What was the great importance of the Mississippi river during the civil war?
10. In what did the action of the United States toward the defeated South differ from the conduct of all other nations?

ANSWERS TO STATE BOARD QUESTIONS FOR JULY.

THEORY OF TEACHING.—1. The purposes of the recitation are, (1) To test the pupil's preparation; (2) To make clear and to fix what he has learned; (3) To teach good expression of thought; (4) To stimulate study; (5) To impart information.

2. The recitation is the chief exercise of the school-room. It determines the study. If the teacher fails here he fails everywhere; if he succeeds here he succeeds everywhere.

3. The characteristics of a good recitation are, (1) Clear and complete statements and explanations; (2) Good language; (3) Promptness; (4) Animation.

4. Attention is essential to success.

5. The objection to concert recitations are, (1) It gives opportunity for shirking; (2) It teaches dependence upon others; (3) It fails to reach, test, and develop the individual. The advantages are, (1) In reading it helps to bring out the voices of the timid, and to regulate the *time* of those who read too fast or too slow; (2) It enables the teacher to frequently give each one something to do; (3) It helps to secure continuous attention. It can be used in reading, and to a very limited extent in other subjects admitting questions with *short* answers.

HISTORY.—1. Spaniards, French, English, Dutch, Norwegians.

2. Ponce de Leon. He landed on Easter Sunday, and because of the beautiful flowers, he gave it the name the church in her ritual gave to the day—(*Pascua*) *Florida*.

3. According to the terms of the charter Connecticut was made an independent sovereignty, with power to govern itself.

4. Washington finding it unwise to act on the defensive, withdrew from Ft. Washington, and began a retreat across New Jersey. He was closely followed by Cornwallis. Reaching the Delaware, Washington crossed, destroying every boat behind him. The *immediate*

result was that the British must either build a bridge or wait for the river to freeze over. The *great* result was that while the British were waiting Washington attacked them unawares, and gained the battle of Trenton, an important victory at that stage of affairs.

5. The advantage to this country from the treaty of Ghent was that Great Britain agreed to respect its rights and live at peace on its own side of the Atlantic.

6. That the cotton-growing States were a unit in their determination to form an independent confederacy.

7. The Emancipation Proclamation is one of the most important documents of modern times. It was issued by President Lincoln, January 1, 1863, and proclaimed all slaves free. It was the direct outgrowth of the war, for at the fall of Sumter no well-defined ideas upon this subject were held by the President.

8. The Alabama was a confederate vessel built at Liverpool, and manned by British seamen. It cruised around through all waters, doing the greatest harm to Union vessels and Union sailors. During its entire history it never entered a confederate port. Being caught in a French port by the Union vessel Kearsage, the Alabama was attacked and destroyed. For the injury sustained by Union vessels from the Alabama and English vessels, Great Britain paid the U. S. \$15,500,000.

9. Amendment XIV abolished slavery in all the States and Territories. Amendment XV gave the right of franchise to all citizens of the U. S. without respect to color.

10. Purchase of Alaska. Impeachment and trial of President Johnson.

GRAMMAR.—1. He was a good man (noun.) A man (adjective) child was born. We will man (verb) the boat.

5. They asked him (subject) to write the letter (object.) Him is a pronoun, personal, found in the third person, singular number, objective case, object of asked, used also as the subject of the infinitive, to write.

6. Singular nouns connected by a distributive conjunction take a verb in the singular.

7. If I may judge by his gorgeous colors and the exquisite sweetness and variety of his music, Autumn, I should say, is the poet of the family.

8. This is a complex, declarative transitive sentence. Log. and gram. sub. *I*. Log. pred., the rest of the sentence. Gram. pred. *I should say*, having for its object the sub. clause *Autumn is the poet of the family*, modified by the adv. clause *If I may judge, etc.*

9. *If* is a conjunctive adv., connecting the clause which it introduces to the verb *should say*. *Sweetness* is an abstract noun, gov-

ned by the prep. *by*. *May judge* is a verb, found in the present potential active. *Say* is a verb, irreg. transitive, found in the past potential active.

GEOGRAPHY.—1. Cöl-o-rä'-dō, An-tēl', K'n-z s, Pā-rä-guā', an-a-mä'.

2. From Washington and Greenwich—77° apart.
3. The great circle formed by the 20th meridian west and the 60th east.
4. The peculiar outline of N. E. boundary. Rectangular form long strip of territory projecting westward.
5. North by Dominion of Canada, Great Lakes, St. Lawrence, St. John rivers. East, Atlantic Ocean. South, Gulf of Mexico, Rio Grande, Mexico. West, Pacific Ocean. Area, 3,603,884 sq. miles. Population, about 50,000,000.
6. Changed from Yankton to Bismark.
7. Nearest January 1st. Farthest from it July 1st.
8. Twenty-three and one-half.
9. Liberia and Cape Colony; British Guyana principally; India and Western part of farther India.
10. Great Britain and Ireland. Queen Victoria. By a Parliament composed of a House of Commons and a House of Lords.

ARITHMETIC.—1. L. C. M. of 48, 56, 64, 72 is 4032; $4032 \div 18 = 224$, Ans.

2. $375 \div 75 = 500$; $.75 \div 375 = .002$.

$$\left. \begin{array}{l} 500 + .002 = 500.002, \\ 500 - .002 = 499.998, \end{array} \right\} \text{Ans.}$$
3. $3 \text{ T } 4 \text{ cwt } 20 \text{ lb} = 6420 \text{ lb}$. $6420 \text{ lb} \div 120 \text{ lb} = 53\frac{1}{2}$. Ans., 54 bags.
4. $843 \div 51 = 16\frac{2}{7}^\circ$; $16\frac{2}{7}^\circ = 16^\circ 31' 45\frac{1}{7}''$: This corresponds to 6 min. $7\frac{1}{7}$ sec. of time. 12 o'clock less this time = 53 min. $52\frac{1}{7}$ sec. after 10 A. M., Ans.
5. Amount of \$800 for 4 mo at 9% is \$824. $\$959.10 - \$824 = \$135.10$. This gain is $16\frac{1}{4}\%$ of cost.
6. $44 \text{ ft.} : 5280 \times 6 : : 9 \text{ strokes} : 6480 \text{ strokes}$. $6480 \div 60 = 108$ strokes, Answer.
7. $\sqrt[3]{242 \times 12 \times 7} = 27 \text{ ft.}$, Ans.
9. $\left. \begin{array}{l} 36 : 20 \\ 4\frac{1}{2} : 7 \end{array} \right\} :: 45 : \text{Answer.}$
10. Note was at interest for 1 yr. 10 mo. 26 da. The amount for this time at 8% is \$1440.

PHYSIOLOGY.—1. Food may be classified variously; as, organic and inorganic, the former being subdivided into animal and vegetable,—or, upon another basis, as force-forming and tissue-forming,—

or, as solid and fluid, etc., the classification usually being in accordance with the purpose for which it is used.

2. The gastric juice is more than $\frac{9}{10}$ water, its active ingredients being, according to some authorities, free lactic acid and pepsin, and according to others, free hydrochloric acid, pepsin, and a third similar substance, the precise elements of which have not yet been determined.

9. The "blind spot" in the eye is the point on the posterior portion of the globe where the optic nerve enters. There being neither rods nor cones here, and light not acting directly on the optic nerve-fibres, whenever a ray of light falls on this spot, which is on the nasal side of the *macula lutea*, or yellow spot, no visual impression is transmitted to the brain.

10 Catarrhal troubles or "colds" are common among school children in winter because, (1) the sudden changes of temperature to which they are subjected, generally at recess time, without being protected by a suitable increase or diminution of clothing; (2) of sitting with cold or wet feet or damp clothing until the outer skin is chilled and the sensation is transmitted to the inner skin, or mucous membrane; (3) of failure on the part of the teacher to secure an evenness of temperature in the school-room throughout the day; (4) of lack of pure air, the tone of the system being lowered for fear of a current, when this could be readily guarded against, etc., etc.

READING.—5. "Regarding the reading lesson as a study in literature, what things are to be considered?" No definite answer can be given to this question as thus put, as the matter under consideration, like the question of "recess or no recess," is almost solely determined by conditions. Some of the things to be taken into consideration are,—the pupil's advancement, the character of his previous training, the substance and purpose of the matter forming the lesson under consideration, the design which the teacher has in view in the study, whether philological, historical, moral or elocutionary, etc. If the pupil be but six or eight years of age, the teacher must necessarily appeal largely to his imagination and to his perceptive powers; if he be fourteen to seventeen, his reflective and reasoning powers may be safely brought into operation. But, in all cases, the great thing is the realization of the thought expressed upon the printed page—an understanding of its causes and its effects or influence—which may or may not be strengthened by a knowledge of its author, its local surroundings, its style of expression, its association with feelings or experiences of the readers, etc. A study of the conditions must determine the things to be considered.

W. S. Walker and S. D. Miller are conducting with great success a summer normal at Monroeville, Ind. This is the first attempt of the kind in Allen county.

MISCELLANY.

The Practical Teacher, of Chicago, will hereafter be managed by J. W. Fitch, and will be edited by Col. F. W. Parker.

THE RICHMOND NORMAL, with Cyrus Hodgkin as Principal, did well the first year, and has bright prospects for the next. It deserves liberal patronage.

Earlham College, with its old record for thorough, careful work, seems to have taken a fresh start. Its new building will afford new facilities, and its new President, J. J. Mills, will give new energy and impetus.

The Present Age, successor to the "Chicago Weekly," according to the Chicago papers, is now in the hands of the sheriff. It has survived longer than most ventures in educational journalism. It "came to stay," as they all do, and it did stay—for a time.

REPORT OF NORTHERN IND. TEACHERS' ASSOCIATION,
Held at Island Park, July 1, 2 and 3.

The meeting was held in the new hall on Island Park—a beautiful spot. The President, J. K. Walts, gave his inaugural address the first evening. The address was a review of the common school work, and in the main was hopeful. The most of the work done in the school is good, and improving. He lamented the low grade of literature read by many of the youth. The address was suggestive and practical.

Following the inaugural, came the address of Dr. Moss, of the State University, his subject being "The Teachers' Encouragement." The address was characteristic, and full of suggestive, vigorous thought. He urged strongly the necessity of the teacher reading something outside the profession, that required vigorous thought.

JULY 2—Appointment of Committees. Florence Carpenter, of Muncie, read an excellent paper on "The Ninth Branch in the Common School Course." [It will be printed in the Journal.] G. L. Harding led in the discussion. He laid special stress on the moral standing of the teacher, and thought moral instruction should be put on a high plane. W. Ireland, O. J. Craig, T. J. Sanders, Lemuel Moss and W. A. Bell took part in the discussion.

"How can a love of Literature be best instilled into the minds of pupils?" was the subject of a carefully prepared and very suggestive paper by Will J. Houck, Supt. of Jay county. He lamented the low state of home culture, and urged the reading of good novels, and emphasized the importance of teachers cultivating a taste for good

literature. The discussion was opened by J. M. Olcott, and continued by D. D. Luke, Hon. B. C. Hobbs and W. A. Bell.

O. J. Craig read a paper on "The Evil Effects of Teaching upon the Teacher." He stated that every vocation has its unfavorable side. The evil effects of teaching are physical and mental, but for the most part are only *tendencies*, and can by proper effort be avoided. The teacher should strive to be broader than his school work. W. A. Bell opened the discussion, and was followed by E. E. Smith, E. B. Myers and B. C. Hobbs.

"Practical Education—what?" was the subject of a paper by D. D. Luke, Supt. of the Ligonier schools. He regarded education a growth of mind. The child passes through three stages—the physical, the ethical, the aesthetic. Utility in the industrial world should not be forgotten. The individual should receive mental power, and ability to use that power. The paper was logical and forceful. J. M. Olcott opened the discussion, criticising somewhat the paper. He was followed by E. E. Smith, O. J. Craig, B. C. Hobbs and others.

In the evening J. B. Angell gave a very able and entertaining lecture on "The Reflex Influence of the Teachers' Profession."

JULY 3—R. A. Chase, of Plymouth, read a paper on "What should be eliminated from the course of study in our Graded Schools?" The paper was characteristic of the author—humorous, sarcastic, incisive, radical, iconoclastic, sensible. Mr. Chase would substitute for the text-book in geography, observation, imaginary trips, pictures of landscapes, books of travel and history. For grammar, he would, below the high school, teach language lessons.

Ambrose Blunt, of Goshen, read a paper entitled "The Classics *vs.* the Sciences as Educational factors." He took the ground that mental power is the chief end to be gained by study. He did not endorse the popular idea of what is practical. He gave the classics a high place as an educational factor. He urged "harmonious" development.

Mrs. Emma Mont. McRae read a paper on "The Kindergarten—its objects, methods, and relations to the public schools." The paper, as are all Mrs. McRae's efforts, was excellent. [It will be printed in full in the Journal.] The paper was ably discussed by Miss Carrie B. Sharp, Prin. of the Westminster Home School, Fort Wayne. She believes in the Kindergarten and its methods, in its place—before the child is six years old—but is fearful of the attempt to engraft it on the primary schools.

The officers elect are: President, D. W. Thomas, Wabash; Vice Presidents, Mrs. Jennie Goodwin, Kendalville, and T. J. Sanders Butler; Treasurer, W. Irelan, Burnettsville; Secretary, D. D. Luke, Ligonier; Executive Committee, T. B. Swartz, Chairman, P. A. Allen, O. J. Craig, Florence Carpenter, Emma M. McRae.

The attendance was in the neighborhood of one hundred, and everybody was pleased with the exercises and with the place.

The next meeting is to be held in the same place, to continue four days, with exercises forenoons and evenings, leaving the afternoons for play.

The above report is an abridgment of the minutes kept by the efficient Secretary, D. D. Luke.

LIST OF INSTITUTES TO BE HELD.

- Aug. 4—Fayette county, Connersville. J. S. Gamble.
Bartholomew county, Columbus. W. T. Hacker.
- 11 Henry county, New Castle. W. R. Wilson.
Newton county, Kentland. W. H. Hershman.
Boone county, Lebanon. H. M. La Follette.
Hamilton county, Noblesville. A. H. Morris.
Jackson county, Brownstown. J. B. Hamilton.
Jay county, Portland. W. J. Houck.
Parke county, Rockville. W. H. Elson.
- Switzerland county, Vevay. J. R. Hart.
Wabash county, Wabash. H. A. Hutchins.
Putnam county, Greencastle. L. E. Smedley
- 18 Delaware county, Muncie. J. O. Lewellyn.
Sullivan county, Sullivan. J. A. Marlow.
Orange county, Paoli. G. W. Faucett.
Jasper county, Rensselaer. D. W. Nelson.
Ripley county, Versailles. Geo. W. Young.
Cass county, Logansport. P. W. Berry.
Clark county, Charlestown. Jno. P. Carr.
Perry county, Cannelton. J. L. Whitehead.
Vermillion county, Newport. A. J. Johnson.
Wayne county, Richmond. J. C. Macpherson.
Decatur county, Greensburg. J. H. Bobbitt.
Spencer county, Rockport. J. W. Nourse.
Johnson county, Franklin. M. F. Rickoff.
Daviess county, Washington. Sam. B. Boyd.
- 25 Owen county, Spencer. O. P. McAuley.
Washington county, Salem. W. C. Snyder.
Clay county, Brazil. J. W. Stewart.
Vanderburg county, Evansville. Ernest D. McAvoy.
Fulton county, Fulton. W. J. Williams.
Warren county, Williamsport. F. M. Sutton.
Howard county, Kokomo. J. W. Barnes.
Elkhart county, Elkhart. Piebe Swart.

- Grant county, Marion. G. A. Osborn.
 Randolph county, Winchester. H. W. Bowers.
 Floyd county, New Albany. J. R. McBride.
 Morgan county, Martinsville. E. W. Paxson.
 Hancock county, Greenfield. R. A. Smith.
 Adams county, Decatur. Jno. F. Snow.
 Hendricks county, Clayton. A. E. Rogers.
 Huntington county, Huntington. E. A. McNally.
 Madison county, Anderson. Dale J. Crittenberger.
 Montgomery county, Crawfordsville. J. M. Cantley.
 Ohio county, Kising Sun. R. E. Woods.
 Shelby county, Shelbyville. Douglass Dobbins.
 Union county, Liberty. C. W. Osborne.
 St. Joseph county, South Bend. Calvin Moon.
 Jefferson county, Madison. O. E. Arbuckle.
 Scott county, Scottsburg. J. H. McCullough.
 Jennings county, Vernon. Samuel Conboy.
 Miami county, Peru. W. C. Bailey.
 Crawford county, Milltown. E. J. Bye.
 • LaPorte county, LaPorte. W. A. Hosmer.
 Marshall county, Plymouth. Thomas Shakes.
 LaGrange county, LaGrange. E. G. Machan.
 Blackford county, Hartford City. Lewis Willman.
 Rush county, Rushville. J. L. Shauck.
- Sept. 1 Marion county, Indianapolis. L. P. Harlan.
 Tippecanoe county, Lafayette. W. H. Caulkins.
 Kosciusko county, Warsaw. S. D. Anglin.
 Clinton county, Frankfort. W. H. Mushlitz.
 Warrick county, Boonville. W. W. Fuller.
 Pulaski county, Winamac. W. E. Netherton.
- 8 Benton county, Oxford. B. F. Johnson.
 Martin county, Shoals. Kinsey F. Cornwell.
 Fountain county, Covington. Jas. Bingham.
- 22 Starke county, Knox. H. C. Rogers.
- 29 Wells county, Bluffton. W. H. Ernst.

GIBSON COUNTY.—The Gibson County Teachers' Institute met at Princeton on Monday, July 21st. The leading instructors were P. P. Stultz, of Mt. Vernon; W. T. Lucas, C. C. Stillwell, J. R. Runsey, N. C. Johnson, and W. S. Wheatly. The leading papers of the session were read by J. M. Olcott, W. W. Bran, and State Supt John W. Holcombe. A fine collection of written school work was on exhibition and received the commendation of all. A resolution of thanks was unanimously voted to the instructors for their proficient work throughout the session.

LUCIUS R. HUDELSON, Sec'y.

PERSONAL.

- W. H. VanGorder stays at Rome City next year.
- T. J. Sanders will remain at Butler another year.
- G. W. A. Luckey will remain at Decatur next year.
- G. L. Harding will remain at Leesburg another year.
- E. C. White is the new Principal of the schools at Albion.
- J. P. Dolan will be at Syracuse next year, his tenth at that place.
- E. S. Vickrey has been made principal of Bloomingdale public schools.
- A. N. Crecraft has been elected to superintend the Brookville schools.
- J. V. Martin has been elected Superintendent of the schools at Greenfield.
- Chas. Fagan goes to Goodland next year. Last year he was at Remington.
- Geo. W. Rice has been re-elected principal of Montezuma schools for another year.
- Florence I. Carpenter, of Muncie, goes to Wabash next year, at an increased salary.
- S. E. Harwood and R. J. Aley will remain at Spencer next year, at increased salaries.
- G. F. Kenaston remains at Attica next year, which will be his fourth year at that place.
- Jas. C. Black, last year of Sullivan, has been chosen as principal of Logansport high school.
- J. A. Wood has been re-elected at Salem, as superintendent. This will make his eighth year at this place.
- L. H. Hadley has been elected to the superintendency of the Rockville schools *vice* W. M. Craig, resigned.
- F. M. Westhafer, of Dover Hill Academy, has been elected professor of elocution at Moore's Hill College.
- C. P. Doney, former principal of the Logansport high school, has been compelled by ill-health to rest for a year.
- J. M. Bridgeman, formerly of the Edinburg high school, has been chosen principal of the Salem high school for next year.
- D. W. Dennis and wife have resigned their positions in Bloomingdale Academy, and accepted situations in Earlham College.

J. J. Eckman has resigned his position as superintendent of Goodland schools, to take charge of the schools of Sheldon, Ill.

E. E. Henry, a teacher well known in Green and Hamilton counties, Ind., is now superintendent of the schools of Marion, Ohio.

F. Treudley has been retained as Superintendent of the Union City schools, at an increased salary, and this after six years service. A good record.

W. F. Goss and Edna D. Baker, both of the faculty of Purdue University, were married July 23d. Flora E. Weed, of Ft. Wayne, will take Miss Baker's place.

G. H. Welker has been employed as superintendent of the schools at Kentland. N. F. Jenkins, former superintendent, goes into the ministry, subject to the commands of the M. E. church.

John Cooper has been re-elected superintendent of the Evansville schools for a term of two years, and had his salary increased to \$3,250—the largest sum paid any superintendent in the state.

W. H. Sims, last year of Brownstown, has been elected Superintendent of the schools of Goshen, for the coming year, to take the place of A. Blunt, who had served in a similar capacity for eight years.

Mrs. Kate B. Ford, 631 Cass avenue, Detroit, Mich., who is well and favorably known to many Indiana teachers, can be secured to do two or three weeks of institute work, if notified soon. She does excellent work.

Jas. R. Hart has resigned the superintendency of Switzerland county to accept the principalship of the Thorntown schools. Mr. Hart fills with credit any position he assumes, and in addition is a royal good fellow.

John B. Munger, a teacher of Allen county, formerly of Whitley county, was married lately to Alice Williamson, of New Haven. Mr. and Mrs. Munger will leave Indiana and locate at Rantoul, Ill., next year, where Mr. Munger will superintend the schools.

BOOK TABLE.

Arithmetical Diversions. Boston: Houghton, Mifflin & Co.

A box containing several strips of straw-board upon which circles have been printed; strips upon which are printed "1 cent," "10 cents," etc.; and blank certificates of stock, constitute the outfit for "Diversions." A small pamphlet of explanations accompanies the above. A live teacher would make certain parts of Arithmetic attractive with this outfit. It costs 20 cents.

Intelligence is the new name of "The Schoolmaster," published semi-monthly by E. O. Vaile, of Chicago. The "Intelligence" is about the size and form of the "New England Journal of Education." It is incisive and out of the usual lines, as is its editor. Friend Vaile would not be entirely happy without the privilege of "knocking out of time" some body or some time-honored theory. It is a good paper.

Cecil's Summer. By E. B. Hollis. New York: T. Y. Crowell.

This is a story of the summer vacation of a young lady, who is distinguished by the masculine title of Cecil. The story is laid by the sea, and the events narrated are quiet but not monotonous. The heroine, unlike most heroines in novels, distinguishes herself not by her conquests over lovers, but by the conquest of self and by her unselfish efforts in behalf of those who needed help. It is a pleasant little story, well told, and will repay the time spent in its perusal.

The Nineteenth Century—A History. By Robert Mackenzie. London: T. Nelson & Sons.

This is a very worthy effort to bring before the reader the notable events of the present century as they took place in Great Britain, on the continent of Europe, and in America. The book is written with rare power and skill, and as it traces out the relation of events, the causes and effects of the great political movements, it proclaims the author a true philosopher. Its chief aim seems to be to show how great a civilizing agent the spirit of freedom is, and that those nations that enjoy most freedom are most advanced in civilization.

The Rise and Fall of Political Parties in the United States. By Rufus Blanchard, National School Furnishing Co., Chicago.

This little volume is an 18mo of 218 pp. It is printed upon good paper with clean type, and bound in cloth.

It gives a brief history of the prominent questions as to government policy from the colonial period to the present time. It contains what every voter should know. Voting is a duty of the citizen. It is the duty of the school to educate the pupil in such a way as to make him become a good citizen. This little book will fill a long felt want. The book is non-partisan. It is what its name indicates, a history of political parties.

Elements of Algebra. By G. A. Wentworth, A. M. Boston: Ginn, Heath & Co.

This book contains about 350 pages, handsomely and durably bound, slightly tinted paper, and clear distinct type—bound with or without answers, or answers may be had in pamphlet form. It is intended to furnish one year's work in the high school.

It contains about four thousand examples for practice. The first

hundred pages is devoted to the fundamental operations and to factoring. The chapters on factoring and fractions are unusually full, while throughout the work fewer puzzling problems have been inserted than are generally found in text-books on this subject.

Numerous examples have been solved to show the best arrangement of work, and to illustrate the best methods of treating the different classes of problems.

The subjects follow each other logically, and the definitions and rules have been reduced to the minimum, and put in the fewest words consistent with clearness.

School Physiology. By Richard J. Dunglison, A. M., M. D. Philadelphia: Porter & Coates.

The author truly states in his preface, that no more important subject than physiology can be taught in school. However, a knowledge of the composition of the human body, and the relation of its different parts is the least important part of physiology. Those chapters in this as in other books of the kind, are of greatest interest and paramount value which treat of the laws of health and impress upon the student the necessity of the observance of these laws.

While the book before us is a philosophical treatment of the human frame, full of information, properly classified and clearly presented—the application of the laws of health are not dwelt upon sufficiently at length, to impress themselves firmly upon the student. A feature that will commend itself to many teachers is the number of review questions. Over thirty pages are devoted to questions alone.

Cours de Lecture et de Traduction. By J. Roemer, LL. D. New York: D. Appleton & Co.

The author of these volumes, who is professor of the French Language and Literature in the College of the City of New York, believes that the true method to be employed in learning a foreign language is by copious readings from the best writers. "The grammar," he says, "is to be learned by reading, not reading from the Grammar." Presupposing a knowledge of the general structure of sentences, together with some acquaintance with verb-forms in the French language, he assumes that one can learn to read French readily by a careful study of this "Course of Reading." Fully half of the first volume is devoted to notes upon the selections given. These notes are exhaustive and most valuable to any student of the language.

Supplemented by any good French Grammar, there is no doubt that a person of mature judgment can, with the aid of this work, acquire such a knowledge of the French language as will enable him to read it with ease.

Johnson's New Universal Cyclopaedia. Planned by Hon. Horace Greeley, LL. D.; and ~~edited by~~ President F. A. P. Barnard, LL. D.,

Columbia College, New York; Prof. Arnold Guyot, LL. D., College of New Jersey, Editors-in-Chief.

It has 31 Departments, with an editor of high scholarly standing for each—viz: "*Public Law*," etc., by Pres. T. D. Woolsey, LL. D.; "*Civil Law*," etc., by Prof. T. W. Dwight, LL. D.; "*American History*," etc., by Hon. Horace Greeley, LL. D., and Hon. Alexander H. Stevens, LL. D.; "*Botany*," etc., by Professor Asa Gray, LL. D.; "*Medicine*," etc., by Prof. Willard Parker, M. D., LL. D., etc., etc., etc. It has 2000 eminent contributors from all parts of America and Europe, whose names are signed to their articles.

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Monroe's Supplementary Readers. Philadelphia: Cowperthwait & Co. F. S. Belden, 153 Wabash Ave., Chicago, Western Agent.

Progress in the methods of teaching reading has developed a necessity for more reading-matter for actual school-room use. The former method of reading one selection until the pupil has acquired a mastery of the words and of thoughts and the best expression of both, is thought to be of less importance than a facility in calling words rapidly, and an ability to read at sight any selection. To accomplish this last, *supplementary reading books* are introduced in the school-room. The series to which this notice would call your attention consists of four books, each one designed to follow the reader of its respective grade in Monroe's regular course, but equally well adapted to follow a similar reader in any other series. The matter introduced in these books is unexceptionable as to quality, being both instructive and entertaining, and at the same time it is perfectly graded. The paper, print, and illustrations are almost perfect. These books are edited by Mrs. Lewis B. Monroe, wife of Mr. Monroe, who arranged the regular series. An examination of these books will repay any one seeking for additional reading for pupils.

Eclectic Physiology. By Eli F. Brown, M. D. Cincinnati: Van Antwerp, Bragg & Co.

After quite a careful examination of Mr. Brown's physiology, the conclusion is that the writer has given us a very practical and useful book. It is practical in that not a single division of the subject is treated analytically that is not followed by hygienic rules the observance of which are promoters of, if not the groundwork of, sound health. From beginning to end, *cleanliness*, which includes cleanliness in food and drink, cleanliness of the air we breathe, cleanliness of the skin, cleanliness of our surroundings is inculcated. The author shows how alcohol affects the human system, and in his treatment of the subject proves himself a firm advocate of temperance. A valuable feature of the work is the few pages devoted to sanitary

science. What and how to eat, what to wear, how to breathe pure air, how to work, and how to form good habits, are intensely vital questions, which the writer has answered briefly but clearly, and thus made the book what was stated at first, an intensely *practical* book.

Latin Lessons. By John Tetlow, A. M., Master of the Girl's Latin School, Boston. Boston: Ginn, Heath & Co.

These lessons are arranged on the modern principle that children, in study, should proceed from the known to the unknown, should never be told that which they can discover for themselves. Proceeding upon this principle, Mr. Tetlow takes classical examples and teaches the pupil to view these as *standards*. He then leads him through study and observation of these to discover the laws of syntax which govern the relation of the words. The examples introduced are passages from Cæsar and Cicero, passages which are specially suited to the needs of the beginner. This indicates the main feature of the book. The mastery of the Latin forms, both in declension and conjugation are carried along gradually, and the rules of syntax having been discovered through examples are mastered by the pupil in quite a *new* manner. The book contains at the close several pages of anecdotes from Cicero, and quite a complete vocabulary of all words used.

Junior Class History of the United States. By John J. Anderson, Ph. D. New York: Clark & Maynard.

This book is designed for younger classes than the Grammar School History by the same author. It is a difficult matter for an author having written a book for a certain grade of pupils, to so change it that it will suit the needs of a lower class. This Mr. Anderson has done very acceptably. In this new work expressions that were above the comprehension of the younger class, have been altered, simpler words used, more frequent illustrations introduced, at the same time that the important *facts* of history are included in the text. Dates are used sparingly, and only those of eminent importance are pressed upon the notice of the student. The maps and map questions will appeal to the thorough teacher as important auxiliaries. Some directions as to the best methods in teaching history are ventured upon by the author, who does not project them as final, but modestly asserts what every teacher knows, that "Lessons should be assigned and recitations heard, not so much in conformity with rules as in accordance with circumstances."

A System of Rhetoric. By C. W. Bardeen. New York: A. S. Barnes & Co.

Rhetoric according to the dictionary is the art of prose composition. Prose composition may be either written or spoken. The be-

ginning of all composition is sentence-making. Mr. Bardeen begins at the foundation, at sentence-making, unlike all other writers upon this subject. Having acquired the art of making sentences, the student is ready to put them together. He is constantly doing this in his every-day conversation; and to conversation the second chapter of this book on rhetoric is devoted. The author accords this branch of his subject a fuller and more familiar treatment than can be found elsewhere. It is not generally considered that the rules of rhetoric apply to every-day conversation, but as the author justly says in the preface, "Let the pupil see that Rhetoric is a *real* thing, that it is not like Trigonometry that he *may* use, but like Arithmetic that he *must* use."

A branch of composition that is in daily use by most people is Letter writing, and this department, as its importance requires, receives special attention.

These *necessary* forms of prose composition having been considered, the author next considers inventive composition, under the heads of the essay, the oration, the poem. From the treatment of the essay to the close of the book, I was about to say, this volume is like the ordinary rhetoric. I should be doing injustice to Mr. Bardeen's originality to state this. It is like in that it considers the same subjects—it is unlike in style of treatment, and in taking for illustrative examples paragraphs from daily newspapers, rather than from classical and standard writers. The book is commended for its originality, its completeness, and its freshness.

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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

SEPTEMBER, 1884.

No. 9.

IS LANGUAGE A SOURCE OF ORIGINAL KNOWLEDGE?

GEO. P. BROWN, TERRE HAUTE.

THERE is a school of educational thinkers who declare that language is not a source of original knowledge. Having so declared they proceed to attack the use of books in elementary teaching, maintaining that the object alone can furnish the proper occasion for knowledge, especially in primary instruction. They call that knowledge which results from bringing the actual object before the mind, "original knowledge," and that, occasioned by the use of words "represented knowledge." That teaching that presents the real objects to the mind as occasions for knowledge they call "oral teaching," while that which makes the word the medium by which the learner is to be stimulated to put forth those acts that we call acts of knowing is called "written teaching." This may be a peculiar use of terms, but every one has a right to name his ideas which he has clearly defined, by whatsoever words he chooses. It is the ideas themselves that interest us.

What are the objects that may be used as occasions for knowledge? These, it is held, are either external or internal objects; i. e., object-objects or subject-objects. A subject object is held to be an act or state of the soul which the soul sets off from itself, as it were, and views as an object. The mind has the power of making its own acts objects of knowledge. Separate acts of

discrimination, of memory, of imagination, of generalization, of judging, of reasoning may be compared, their likeness and unlikeness as acts discovered, and a classification made of them, which constitutes the material of what is called Intellectual Science. This science is complete when these acts are seen as the acts of a causative energy which we call the soul, acting in obedience to the laws of its being. When we have discovered and traced the law of the activity of the principle or energy which thinks, feels, and wills, in each of these departments we may be said to know the human mind. The soul in the different forms of its activity is the object of its own knowing. We study the different individual acts or states for the purpose of finding what they have in common and how they differ, what conditions them, and to what laws they are obedient.

But these separate acts and states may be studied for other purposes.

The act of memory may be viewed either as an act or as an object. That is, I may study it as related to other and different acts of the soul,—in which case I am seeking to discover the science of the mind,—or I may study it in relation to its content, so to speak,—in which case I seek to discover its relations to other acts of the memory, the imagination, the perception, the thought faculty, etc., that are directed toward the same field of inquiry, for the purpose of discovering the science of that field. The botanist, as an illustration of my meaning, makes his acts of perception, memory, imagination, generalization, etc., in the field of plant life, objects of his conscious study and contemplation in order that he may know the science of botany. He may view the same acts and states that the psychologist did, but he is studying them for a very different purpose, and this causes him to see them in a very different light. Whether I call any particular mental state or condition an act of memory or an object of memory, will depend upon whether I am viewing it as to its place among the other acts of the soul, or as to its content in relation to the contents of other acts. It is, however, equally an object in both cases. In either case it is a subject-object.

When the act is one of perception it is called an object-object.

Now, what I really know is my perception. If that perception corresponds to the reality the result is properly called knowledge. But my perception may not correspond to the reality. In that case the perception is known, but the result can not properly be called knowledge. To illustrate,—I may be “color-blind”: in that case my perception will not be knowledge, but the act will be what is called an act of knowing. These acts of knowing in which the senses are involved are called object-objects because there is less consciousness of their internality, and, in some way, the co-operation of the senses gives to them a vividness that rarely attends so-called subject-objects. But in peculiar conditions of body and mind we know that subject-objects become as vivid and as apparently external as sense-perceptions.

We need to be somewhat careful, therefore, not to make our distinctions between subject-object and object-object too wide in our philosophic discussions of educational science.

I have now laid the basis for some statements that seem to me worthy of consideration in seeking to answer the question of the relation of language to the teaching art.

By language, the school of thinkers to which I refer, evidently mean words. It will help to see the relation of words to ideas more clearly if we will note in the first place that every form of representation of an idea is the language of the idea. Let us keep in mind that it is the correct ideas of things that we wish to lead the children to form, and not the things themselves. Man has at least two ways of expressing his ideas, viz., by words and by actions. Both words and actions are language. The one has been called artificial and the other natural. This, however, is a division only partially true. The child does express his ideas by actions before he employs words, but it will hardly be seriously maintained that words are a less natural expression of ideas than are actions. The human race has used words since the dawn of intelligence. An accepted definition of man is that he is a language (word)-making animal. Let us not allow too much force to the word “artificial” in describing the language of words.

But there is an important sense in which the objects of the

external world are language. The objects of nature are God's language. A tree is the expression of an idea. By aid of it we are able to think the Creator's thought in creating it. It is his thought made manifest to us. God thinks and his thoughts become things. Whatever there is of reality or significance in the objects of nature is not in those objects as objects, but in the thought they represent. They would cease to be as objects when they ceased to be thought by their Creator.

The works of man, exhibited in his modifications of the objects of nature, are merely the expressions of his ideas. It is the idea that we call house, and not the wood and stone of which it is built. It is the wood and stone arranged to express the idea of the architect. "Erwin von Steinbach thought out a cathedral. The builders of Cologne embodied it in stone. What then is the cathedral at Cologne but the thought of Erwin von Steinbach made outer or objective to himself? We may approach his structure simply as objective thought. When we strive to comprehend it, we strive after its thought, which is its reality."—(Everett's Science of Thought.)

Now an object-object is but the symbol of an idea. A very perfect symbol, it is true, but a symbol. A word is the symbol of an idea; an imperfect symbol, we must admit, but yet a symbol that is the instinctive product of man.

Is there such a difference in the degree of perfection of these symbols that only symbols of nature can be sources of original knowledge?

Much will depend, in answering this question, upon what is meant by original knowledge.

This term may mean that the beginnings of knowledge in every human being come through the activity of the senses. That all first knowledge is sense-knowledge. That before there can be representative-knowledge or thought-knowledge there must be sense-knowledge. That if a human being never had any activity of the senses he would never have any knowledge. If this is the meaning of "original knowledge" then the statement that language is not a source of original knowledge expresses a mere truism. It is admitted without question by every psychologist.

In what other sense the statement can be accepted as true is not apparent.

It can hardly be held that that only is original knowledge which is occasioned by the stimulus of natural or artificial object-objects,—excluding words,—while that occasioned by the objects called words is “represented knowledge.” Why that should be called represented knowledge which had never been presented is not clear. Knowledge is original to me which I have now for the first time. That some other mind has experienced it before I have, would not make it any the less original with me. That words are used instead of objects to arouse this new activity, or occasion this new knowledge does not seem to be sufficient basis for a psychological distinction. External objects and their actions may cause a new form of intellectual activity. Words which are but another kind of external object, (as in print), or of action, (as in oral speech), may also lead to the awakening of a new form of intellectual activity. Why shall the one be called “original” and the other “represented” knowledge?

This analysis seems to show no sufficient ground for the distinction. At least the difference is so slight as to make it of little moment, so far as the process and its results are concerned, whether the knowledge I acquire is original or represented. Whether the occasion of my knowledge be my natural environment, or an intelligent teacher or a book, does not seem to indicate a sufficient difference upon which to base two widely differing systems of teaching.

An illustration or two may help to make our meaning clear. Suppose that the form of government, manners and customs, and institutions of ancient Greece are to be taught. The teacher must start from a basis of knowledge already possessed by the pupil, which he has gained through experience. The more extended has been this experience the more easily and surely will the teacher succeed in imparting a knowledge of Greece. The faculties that are most prominently active are the memory and the imagination. Words are used as the occasions for calling before the mind that with which the pupil is familiar. Then by means of words the imagination is led to modify these conceptions until

a new set of products is obtained. Of course the material of these products is the actual experiences of the child. But the final products which result from a skillful use of words as stimulants of the imagination, are so widely different from this material, that they may with propriety be called new knowledge. The child is led from what is familiar to what is new through the activity of the imagination, which is stimulated to act by words skillfully employed. This is certainly new knowledge to the child. It is represented knowledge only to the teacher. Does it not appear that language has been as powerful an agency as the child's "original knowledge" in leading it to these new acquisitions? Take an illustration from the primary school:

It is the teacher's object to teach the child the Amazon River. He has never seen any stream larger than the creek that he crosses on his way to school. But his mind is teeming with pictures and he knows the meaning of a large number of words which are symbols of these. Now by the skillful use of language, assisted by pictures, the child is led to change the picture of the creek into one of the Amazon River. This is a new creation, differing widely from anything the child has ever experienced, perhaps. It is new knowledge to him. Can we say that language was not in a very important sense the source of this knowledge? The imagination creates it, but words stimulate the imagination. Now it makes but little difference whether these words are printed or spoken, provided the printed form is as intimately connected in the mind of the child with the idea it represents as is the spoken form. There is the influence of the teacher's personality that is a wonderful aid in oral teaching, but that has no bearing upon the question before us.

We should ever remember, in our attempts to formulate a science of teaching, that the child enters the school with a mind teeming with images and a correspondingly large vocabulary. His imagination is active and his memory is omniverous and retentive. The words he uses are symbols of ideas, and the symbol and the idea are so intimately associated that they both seem to him to be one. All teaching must rest upon this basis of acquired knowledge and proceed from it. It is of immense

importance that all absolutely new objects shall be taught by having the object, or at least its picture, before the mind. The object itself, or as perfect a representation of it as is possible, should be made the "occasion for knowledge." But there are comparatively few absolutely new objects with which the child even in the primary school has to deal. A skillful teacher will be able in a great majority of cases, to lead the imagination of the pupil to construct a fitting image of most new objects from the material he already possesses, through the proper use of language. A mental image of an object serves most of the purposes of study better than the object itself.—This is a psychological fact that should not be forgotten.—It would undoubtedly be a speedier way of constructing a correct image, to view the actual object. But this is an impossibility in the great majority of cases, and, besides, there is an exercise of the imagination required in constructing these images from verbal descriptions which results in a very valuable kind of discipline.

It does not seem true, in any important sense, that language can not be the source of "original knowledge."

A brief consideration of oral and written words as sources of knowledge will not be altogether foreign to the present discussion. Words are man-made symbols of ideas. There is nothing in the symbol that suggests the idea. This is different in natural objects. Every such object suggests the idea of which it is the symbol. If the object is called a natural symbol the word is relatively an artificial or arbitrary symbol. It follows that the child must be taught to associate the idea with the word. He learns to do this as he learns to talk. By the time he enters school he has made a large number of such associations. But his associations are all of the spoken word with the idea. It is thought to be one of the chief functions of the primary school to teach him to associate the printed and written forms with the idea. But it requires much time to do this, and it is long before the printed word will suggest to the child what the spoken word suggests. This makes it impracticable to make any great use of books as sources of new knowledge to the child in primary schools. Their chief function is to give him skill and facility in associating

a known idea with the printed form of the word. When he can do this with the same readiness that he connects the idea with the spoken form, or when, in other words, he has learned to read, then the printed page may be as properly considered a source of knowledge as the oral speech of the teacher. The book becomes the teacher. The error with much of the teaching is not so much that books are used, as that they are used too soon as sources of knowledge; used before the child has learned to associate the idea directly with the printed word.

Let it be remembered that when the child is first learning to read, his mind takes two steps to come at the idea which the word represents. The first one is to connect the printed word with its spoken form, and the next is to connect this spoken form with the idea. Hence small children always wish to speak the words in reading. They are incapable of silent reading. They are not prepared to use a book as a source of knowledge until they can read silently; i. e., can see the idea in the printed form. If they are put to the study of books too soon by unskillful teachers they will be apt to stop with the first step in the process above stated; viz, the association of the printed form with its sound, which is the bane of much teaching. But it seems clear that when the ability to connect the printed form directly with the idea is acquired the printed page and the spoken words of the teacher may be alike sources of knowledge.

Of course the printed page must ever be the inferior teacher because of its lacking that which we have called the personality of the living teacher, and because it can make no change in its words or modification of its statements to suit the degree of intelligence of the learner. The living teacher does this. Indeed, there are many reasons why the living teacher is to be preferred to the book, but the superior power of the spoken word to the printed word, *after the pupil has learned to read*, is not one of them. We believe therefore in books. What we are in need of is not a less amount of book teaching, but better book teaching; a book teaching that is keenly alive to all of the difficulties to be overcome by the child, and that is willing to make haste slowly.

We are moved to say in conclusion, that there seems to be some evidence of the existence of a disposition among us to attack an idea as faulty, when the real fault is in the method of working out that idea. The idea that the purpose of the common school is that general culture which shall form a sound basis upon which to build any special vocation, has not yet been realized in the schools to a degree satisfactory to people or teachers. Immediately our impatience leads us to attack the idea and attempt to substitute for it Manual Training, or something else. It is easy and popular to start a new theory when things are not satisfactory: it is a hard and thankless task to convince the teacher that the fault is in his execution of the idea and not in the idea.

So we are inclined to think in regard to the arraignment of book-teaching. Books are almost the exclusive sources of the accumulated wisdom of mankind, and yet we are told that they must not be regarded as sources of knowledge, and that through the study of books no proper education can be obtained. Before we thus fly in the face of grave authority and time-honored customs it would seem to be wise to examine carefully our methods of book-teaching in the light of psychological science, and determine whether the fault is not there, rather than in the idea itself.

✓ MORAL TRAINING IN PUBLIC SCHOOLS.

E. E. WHITE, LL. D.

ALL persons who are well informed respecting the attention given to moral training in our public schools, must be surprised at the assertions often made by those who are interested in church schools. In his address before the National Educational Association at Madison, Monsigneur Capel, the distinguished Catholic prelate, assumed, with charming simplicity, that the training of American public schools is confined to the intellect and the body, and that it ignores the education of the will and the heart. He seemed to be under the impression that it was conceded by American educators that moral training was not a function of the public

school, and that the school system of the United States is actually conducted on this fatal error.

Nor is Mgr. Capel alone in this view of public school training. It is met with in Protestant religious papers, and is even heard in Protestant pulpits. The assumption that intellectual training is the sole function of the public school is made the basis of many of the appeals for the founding and support of denominational schools.

This erroneous impression doubtless arises from a failure to discriminate between technical, formal religious instruction and moral instruction. When the Rev. Mr. Fraser (now Bishop Fraser), of the British "Schools Inquiry Committee," visited this country and learned that no time was set apart in American schools for teaching the catechism and other technical religious instruction,—so common in the parochial schools of England—he quite naturally inferred that moral training was also neglected, but a wider and closer observation *inside* of the public schools of the country disclosed the presence of not only moral training, conscientiously given, but moral training vitalized by religious influences and sanctions. This is the conclusion of every wide and fair observer who has come to know the inside of the American school. The writer of this note is somewhat familiar with the schools in several States. He has met many thousands of American teachers in their associations and institutes, and has not only addressed them on the duty of vital moral training, but has listened to much instruction on this topic, and, as a result, he is able to say that if there be one topic on which American teachers are agreed, it is, "the duty of the public school to provide effective moral training." He has never heard the proposition disputed that character is more important as a school-result than mere intellectual training, and he believes that American teachers, as a class, feel a deep concern respecting the moral result of their labors.

While this is true, it must be conceded that many teachers give too little attention to character-building, and that the practical results of the moral training of the schools generally, are not altogether satisfactory. It is unquestionably both desirable and

possible to improve our school methods of moral training—a fact most keenly realized by the thousands of conscientious teachers who are faithfully striving to do their full duty.

The unsatisfactory character of the moral training in many schools is due, in part at least, to the fact that not a few teachers have been confused by the wide conflict of opinion on the question of religious instruction in school, and, as a consequence, they are not training their pupils in character in accordance with their better judgment or with their best power. Most of the speakers and writers on this question have failed to make a clear distinction between the effective use of religious influence and sanctions in the training of the conscience and the giving of technical religious instruction. The absence of the catechism and other formal religious *instruction* has been assumed to be the absence of religion, and the denial of the right of the public school to give sectarian religious instruction is supposed to necessitate a denial of the right of the teacher to use any religious influence, sanction or authority in moral training. The confusion of these two very dissimilar views is the source of much of the weakness of school training in morality, but happily, thousands of Christian teachers have no such confusion in their practice. The great majority of American schools are religious without being sectarian, and it is high time that this distinction were recognized by all advocates of public education.

The truth lies between the two extreme views on this subject—the one asserting that moral training in the public school must be completely divorced from religion, and the other claiming that technical and formal religious instruction must be made the basis of all moral training, and that the absence of such instruction in a school renders its moral training futile and ineffective. There is a practical mean between these two extreme positions, and its universal recognition is very desirable.

What is needed to give efficiency to moral training *in school* is not formal religious instruction, but *religious influence*—the enforcing of the authority of the conscience by religious motives and sanctions. When a witness appears in court to give testimony, he is not formally *instructed* in religious doctrines, but his

conscience is quickened and its authority reinforced by an oath that appeals to the Supreme Source of right and the Omniscient Searcher of hearts. A similar use of the sanctions and authority of religion is necessary to quicken the conscience of the young and make it regal in the life. Whatever may be true respecting the necessity of the religious oath in administering justice in a Christian country, it will never be practicable to dispense with religious sanctions and influence in the moral training of youth.

We have little confidence in the efficacy of any system of moral training that may properly be characterized as *godless*. Every moral code that commands and secures obedience derives its highest and most restraining authority from religion, and this is as true in Pagan as in Christian countries. Back of the "Thou must not" of the conscience must be heard the "*Thou shalt not*" of the Lord. Let right and wrong be made to rest solely on human authority, and the restraining power of the conscience is sadly weakened. Virtue is soon regarded as mere self-restraint, temperance as moral cowardice, and theft as the secret redistribution of wrong accumulations!

What is needed for the effective moral training of the young is the making of the conscience regal in conduct by the proper use of the sanctions and authority of religion. To this end a Christian teacher is better than the catechism, and a reverent recognition of Divine authority is better than Scripture exegesis. The wise Christian teacher has no difficulty in finding the practical mean between godless moral training and sectarian religious instruction.

THE NATIONAL EDUCATIONAL EXHIBIT.

BRIEF REVIEW OF THE GENERAL EXHIBIT—THE INDIANA STATE
EXHIBIT—DISPLAYS OF LAFAYETTE AND
PURDUE UNIVERSITY.

MANY of the readers of the School Journal were present at the grand national gathering of teachers at Madison, Wis., July 10-18. The work shown in the exhibit was only that part of the brain work which could be manifested through the operation

of the eye and the hand, and hence could be laid open to the public gaze; but sufficient was seen to indicate the zeal and the perfection of the teachers of the nation in all their lines of effort.

In general, the Exposition embraced the following exhibits:

1. Ward and Howell's Natural History Exhibit.
2. Commercial Exhibits.
3. Exhibits of Current Educational Literature.
4. Massachusetts Institute of Technology.
5. Purdue University.
6. St. Louis Manual Training School.
7. Illinois Industrial University.
8. Wisconsin University.

We do not think we err in saying that this was the most magnificent exhibit of the purposes and the results of industrial education ever seen in the United States, and that it reflected great credit upon the institutions represented.

1. The following State Exhibits: *a.* Indiana. *b.* Iowa. (Owing to means liberally furnished by its Legislature, \$1000, this State had the largest and most perfect exhibit shown.) *c.* Illinois. *d.* Minnesota. *e.* Wisconsin.

2. The Exhibit of Pedagogic Literature.

3. The Kindergarten Exhibit. Prof. W. N. Hailman, Supt. This exhibit was both national and international. It was the largest, the most complete, and the most systematically arranged exhibit of the work and the aims of the Kindergarten that we have ever seen. It reflected great credit upon its managers.

4. Exhibit of the Massachusetts Institute for the Feeble-Minded.

5. Art Hall. Prof. W. S. Perry, Worcester, Mass., Supt. Twenty cities and twelve States were represented here in an exhibit covering 8,000 to 10,000 square feet of space.

6. Exhibit of the American Missionary Association, of work done by Chinese, Indians, and Negroes.

7. Exhibit of the Massachusetts Normal Art School.

THE INDIANA STATE EXHIBIT.

John W. Holcombe, State Supt., General Director.

I. *The Exhibit of the Dept. of Public Instruction.*—This exhibit was complete, well arranged, and attracted considerable attention. It embraced: 1. A banner, showing the officers and the educational institutions of the State. 2. A complete

set of Reports of the various State Supts., from 1852 to 1882. 3. Diplomas awarded Indiana for educational exhibits at the Centennial Exposition and at the Paris Exposition of 1878. 4. Extra volumes of the biennial Reports of 1876, 1880, 1882, and a complete collection of editions of the School Law. 5. Bound Catalogues of Indiana and Purdue Universities. 6. Reports as to School Funds, etc., for 1882 and 1883. 7. Copies of the "Outline of County Institute Work" for 1883-84. 8. *Indiana School Journal*, 6 vols.; *Indiana Educational Weekly*, 2 vols. in one. 9. Scrap-Books showing, (a) the system of examining and licensing teachers, accompanied by lists of State Board questions; (b) the uniform course of study for the country district schools; (c) blanks for reports to State Supt., by Co. Supts., Auditors and Commissioners; (3) general programmes and circulars of schools; and (4) circulars relating to Arbor Day.

II. *City and Town Exhibit*.—This contained manuscripts, maps, charts, etc., from the hands of pupils of all grades, an herbarium, in portfolio, from the Frankfort high school, and a very neatly arranged and carefully selected herbarium from Warsaw, which, spread upon the walls of Indiana's space, added very largely to the attractiveness of her exhibit, which was very complete and highly creditable. It embraced, beside the work mentioned, bound volumes of Harper's *Young People*, *St. Nicholas*, *Wide-Awake*, and *Our Little Men and Women*, used for supplementary reading in the Warsaw schools. Various work of an educational character was also contributed by the schools of Aurora, Columbia City, Frankfort, Crawfordsville, Greencastle, Noblesville, Rensselaer, Warsaw, Cannelton, Decatur, Valparaiso, Tell City, North Vernon, Portland, Plymouth, Winchester, Spencer, Terre Haute, Worthington, and La Porte. The exhibit of La Fayette deserves and is given special mention.

III. *Country School Exhibit*.—This was considerably larger, strange to say, than the exhibit of the city schools, though both were small considering the efficiency and the reputation of Indiana teachers. Contained in this portion of the State exhibit were 22 maps of Indiana counties, with educational statistics, maps of Indiana, South America and the United States, a general collec-

tion of pupil work of all grades, and an album of drawings of school houses in St. Joseph county. There were also displayed prizes gained upon graduation from the district schools; district school diplomas awarded to pupils finishing 5th grade in country schools; specimens of Indiana woods, specimens from Wyandotte Cave; grade books from country schools, manuscripts, drawings, etc., etc., completed this display.

The La Fayette Display.—Supt. J. T. Merrill, assisted by Mrs. Merrill, Miss Alice Brown, and Miss Hazelett, put up a display of the work done by the pupils of the above-mentioned city, which formed fully one-third of the whole exhibit from the Indiana public schools, and was both unique and attractive. It embraced the following features: 1. Work designed to show the system of instruction in drawing, and presenting specimens from the hands of fifty pupils in each grade, from the 1st to the 8th year. (There are 9 grades below the high school.) 2. Original designs by fifty pupils of the 8th year, as follows: fifty colored designs for calico, also fifty for oil cloth; drawings illustrating botany; colored designs for table cloths, wall paper, carpets, book covers. 3. Fifty historical maps, painted on cloth. 4. Two hundred maps, drawn on paper. 5. Drawings illustrating problems in arithmetic, forts, fortifications, the cotton gin, the Atlantic cable, etc.

The special feature noticeable in all the work of this city is the *illustrative method*, as apparent in the work mentioned above and seen in the display from all the legal branches. The methods are so clear, so definite, and so consistent with the natural development of the child's mind, that no explanation is necessary to enable the intelligent observer to appreciate the underlying principle of the whole system.

The exhibit has been honored by an invitation to go to the World's Exposition at New Orleans.

Purdue University was the only higher institution in the State presenting an exhibit, and it occupied twice as much space as any other industrial college. Prof. Goss, of the Mechanical Course, and Prof. Thompson, of the Industrial Art Course, being the representatives of the special lines of manual training of

the University, showed a most commendable energy in getting up a display that was as instructive as it was attractive, and that is saying a good deal, for the rooms were crowded with observers. Two features that drew special attention were, (1) the wood-carving, in actual progress through the skillful manipulation of Misses Lura Thompson and Swan, and (2) the pupil-made lathes and small engine.

Taking it all in all, Indiana has no reason to regret the educational exhibit that came from her schools, for it clearly showed that she is still progressing and wide-awake.

Pres. Smart deserves credit for organizing and carrying through this great exhibit.

“PROGRAM”—A PROTEST.

J. FRAISE RICHARD.

TEACHERS and printers use strange liberties with the word *program*,—liberties which may be grouped under two heads, viz :—

1. *Liberty of Spelling.* The meaningless *me* is attached to the word. Why? Because long-continued custom has so decreed, and its behests dare not be disobeyed. In the spelling and pronunciation of words as in their coinage, people have been, unconsciously, strongly held by the doctrine of Pope that—

“In words, as fashion, the same rules will hold;
Alike too fantastic, if too new or old;
Be not the first by whom the new are tried,
Nor yet the last to lay the old aside.”

We insist that the word in question should be spelled *pro-gram*, and assign a few reasons :—

(1) It accords with the spelling of kindred words; as, *diagram*, *epigram*, *monogram*, etc., all of which are purely Greek in their origin and derived from the same root. No proper reason exists why *program* should not have been so spelled from the beginning.

(2) It has the sanction of the progressive newspapers, journals, educational institutions, and wide-awake educators of the day. It is well to be in such good company.

(3) It has the quasi sanction of Webster's dictionary, even though its author has been dead more than forty years. If Webster were living he would have adopted not only this reform but many others so imperatively demanded.

(4) It is in harmony with the spelling reform which all admit, theoretically, should be wrought in the orthography of the English language. It is easily introduced; in fact more easily introduced than to continue the old orthography.

(5) It is in keeping with the genius of the age, which seeks every short-cut process and air-line route possible. Not to stand with this progressive tendency is to turn the index backward on the dial of the age.

So thorough have been my own convictions on this subject that in my institute work in various States I have been accustomed to warn superintendents and members of executive committees to be careful to keep *me* off their program.

2. *Liberty of Pronunciation.* A desire to be excessively nice has prompted many teachers to mispronounce the word by placing unusual stress upon the first syllable and giving the wrong sound to the vowel element in the second. As popularly pronounced, the word resembles Nasby's celebrated character, Deacon Pogram, of Confedrit Cross Roads fame. It is usually given as if spelled pro-grum. In the last syllable *a* has the short sound, and not the sound of short *u*. Let the accent be placed upon the first syllable, but let the *a* be sounded as in the words diagram, epigram, etc. Then will the word be correctly pronounced.

If teachers and printers are to be heterodox on every other subject, let them be sound on the *program*. All of which is respectfully submitted.

LOGANSORT, IND.

Eminent statisticians have calculated that the amount of ingenuity and labor expended by impecunious toppers in getting free drinks would, if devoted to any honorable and useful pursuit, pay off the national debt in a little more than six years and eight months. Let this thought into your conscience before voting.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

THE FIRST READER CLASS.

WE have before us the first reader class in a common country school. They are just commencing the book. On the first page is a picture of a cat and the picture of a hat. The pupils are not supposed to know the words, but they are supposed to have a pretty good idea of a cat and a hat, and will certainly think of them as soon as they see the pictures.

Tr. What does the picture at the top of the page make you think of, Willie?

W. It makes me think of a cat.

Tr. Is that a cat that you see in your book, class? The yesma'ms and noma'ms give a sort of confusive answer.

Tr. How many say yes? Who will show them they are wrong?

Pu. If it were a real cat we could pull its tail, but we can not pull the tail of the picture.

By this time there are many reasons seen why the picture is not a cat, and the teacher should hear some of them, because it is very encouraging to a pupil to allow him to tell what he knows, and, besides, it helps him in learning to express himself easily and clearly.

Tr. What is the picture put there for?

Pu. To make us think of a cat.

Tr. Right. Suppose there is a cat over there in the corner of the room, and I should tell you to look; and while you are looking I should say "what do you see," what would you say, John?

J. I see a cat.

Tr. Now I'll put on the board something that always makes me think of a cat, and when I see it, I say "cat." We call it the spoken word cat.

Prints it and says, What do we call this, Jimmie?

J. We call it the word cat.

Tr. And what does it make us think of, Mary?

M. It makes us think of a cat.

Tr. What did John say a moment ago, Susie?

S. He said, "I see a cat."

Tr. Good. Who can say the word that means John?

Pu. The word I.

Teacher makes it on the board.

Tr. Now suppose I should say, "I see a cat," what does it mean?

Pu. It would mean you.

Tr. Suppose Mary were to say it?

Pu. Then it would mean Mary.

Tr. Yes. It means whoever is talking or saying what John said at first.

Tr. Now say something that tells what I do. Do I jump or run?

Pu. No, no, you see.

Teacher makes the word "see" on the board, and says, What does that little word do?

Pu. It tells what we do.

Tr. What do we call this word?

Pu. We call it the word see.

Tr. And what does it make us think of?

Pu. It makes us think of seeing.

After much practice in finding the words, as was suggested in the Primary Department of this Vol., p. 593, November No., he is ready to read.

Tr. Say the words under the picture in such a way as to tell me *what* you see.

This certainly will take up the time of our lesson hour. Of course, it is not supposed that any teacher will ask these identical questions, or that any pupil will give these answers. This is only suggestive, and the writer has kept in mind while preparing it these two principles of teaching: A child can be taught only by his experiences. Ideas before words.

QUESTIONS.

GIVE the following to your pupils and have them answered on Friday afternoon during the hour for miscellaneous exercises:

1. What part of the turnip is used? Of the strawberry plant? The cabbage?
 2. What is the most useful metal?
 3. What is money?
 4. How is the President of the United States elected?
 5. Why does a plant need leaves?
 6. Why do we rub our hands when they are cold?
 7. What is an audiphone?
 8. How long is the sternum?
 9. Why does a cow jerk her head up as she eats grass?
 10. Why is glass used to fasten telegraph wires to poles?
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STUDY WHAT YOU TEACH.

A THOROUGH understanding of the lesson to be taught, of course, lies at the foundation of freedom of teaching. One can not give a very clear description of that which is to him as vague as men who look like trees walking. Whatever the subject may be, this thorough understanding can be obtained only by patient study. No matter how long a teacher has been teaching a particular subject, when he comes to carry a new class through it, he needs to refresh his own mind upon it before going into class. When Arnold, who followed this rule, was asked why he took such pains, when these lessons had been prepared and taught so thoroughly in former days, he replied: "I wish my pupils to drink from a running stream, and not from stale waters." The teacher who acts upon such principles can not fail to have freedom in his class.—*Sunday-School Times*.

KNOWING KNUCKLES.

BY YE PEDAGOGUE.

HAVE you tried this in your school? If not, file this Journal until your term opens, and then try it.

During your programme time for general exercises, take time for this one:

With school in order, turn the palm of your left hand in line parallel with the floor and facing it; with the index finger of the right hand, touch the knuckle of the first finger on left hand; as you do this say January; touch the space between the first and second knuckle and say February; touch next knuckle and say March, and so on through to last knuckle when you will have July; then come back to first knuckle and say August, and thus continue until you reach December. Now repeat and have pupils to follow you, performing the same movements. Repeat again and continue until nearly or quite all can name the months in order. When this is done, call the attention of the school to the fact that every time you touch a knuckle, the month mentioned contains *thirty-one* days; and that when you touch the space between the knuckles, the month mentioned contains some other number; this other number must be either *twenty-eight*, *twenty-nine* or *thirty*. Usually for February it is *twenty-eight*, but twenty-nine for leap year, and all other months mentioned must be *thirty*.

If your school does not get this at one exercise, then you are at fault in giving it. *Too much talk and not enough of do about it, eh?*

If your institute conductor has not yet given you this exercise, please carry this Journal to him and request him to do so.

OPENING EXERCISES.

TEACHER. I know little boys and girls like fairy stories; so I have one for you this morning. Listen:—

“One morning a very nice little girl, named Minnie, was sitting on a door-step looking very unhappy. The trouble was this: Her mamma had given her some knitting to do, and a torn apron was lying by her side which she must mend. Instead of hurrying to finish her work her hands lay idly by her side, and with a little frown on her face she said, “Oh! if I only didn’t have to do this work!” Just then she saw the tiniest little old woman coming toward her who proved to be a fairy. She had on a tall cap and a long cloak. As soon as she saw what was the little

girl's trouble she said, "I've brought you just the present you want, my dear." So she opened her cloak and shook out ten little workmen no bigger than your finger. These little fellows were the most active beings you ever saw. Four or five of them immediately picked up Minnie's knitting and made the needles fly till the work was done. The others mended her apron so quickly and neatly that she clapped her hands with delight, saying, "Oh, dear fairy, may I always have them for my own?" "You may," said the fairy, "and be sure you always keep them busy; you will find that they will do anything you tell them to."

"Now, little folks, I suspect you all wish you had been Minnie, and had received her present of ten little workmen. There hasn't been any fairy here, but still every little boy and girl in the room has just ten such little workmen as Minnie had. Can you find them, Eddie?"

"Oh! I can; they're my fingers."

"What can they do for you, Mabel?"

"They can write, and hold my book, and keep the place for me."

"What will they do if you let them alone, Johnny?"

"They won't do anything."

"Very well; then let me see who will keep his little workmen busy to-day, and make them do their work well, too." M. F.

PRIMARY DEPARTMENT.

[This Department is conducted by LAWIS H. JONES, Supt. Indianapolis Schools.]

PRIMARY GEOGRAPHY.

ACCORDING to the principles discussed in a preceding paper, the first exercises should begin in the experience of the pupils, and pass therefrom to the great unknown beyond. There will always remain a large portion of the world unknown to every person, except as he constructs it in the imagination, from its resemblances to, and differences from, the portion which is familiar through observation.

The first study is that of direction, as a preliminary condition to the study of relative position of places. Much of this work is better done orally than with the book; for in this way we seem to come nearer to the study of the reality. A good way of approaching this subject is as follows: Show pupils from the window or some convenient place, how the land and sky seem to meet in a curved line in the distance. Call this line the *horizon*. Show where in this line the sun seems to rise in the morning, and say that the way toward the place in the horizon at which the sun seems to rise is called east. Explain that the word *direction* is sometimes used instead of way. Teach the sentence, "The direction in which the sun rises is called east." Then, "The direction in which the sun sets is called west." Place each pupil in the class in such position that as he stands his right hand when extended will point toward the east and his left toward the west. Say, "Your face is toward the north." "Your back is toward the south." Give many test questions, such as these: "In what direction does your right hand point, Jimmie?" "What direction is your face toward, Emma?" Continue this kind of question until every child seems to have fixed clearly in mind the actual direction in each case. This is a study of a reality, viz., *direction*, and should be made thorough before attempting its use in determining the relative position of objects. When the latter work is attempted it should be with familiar objects of the school-room.

For example, "In what direction is the stove from you, Johnnie?" "This window from your seat, Fannie?" After a little let the standard be something different from the self. "What direction is the stove from the teacher's desk, Sammie?" "What boy is just north of Henry, Freddie?" etc.

The four directions just stated should be called *cardinal points*. Next explain carefully, by suggesting some objects occupying such positions, that "The direction half-way between north and east is called *north-east*." "The direction half-way between south and east is called *south-east*." Same for each of the other two semi-cardinal points.

The exercises in telling the directions of objects may now be

greatly enlarged, for pupils now have terms by which to describe with sufficient accuracy the direction of every noticeable object within their observation. The exercise should be extended to objects seen from the windows, and then to objects out of sight, but remembered.

RULES FOR TEACHING.

TRANSLATION FROM DIESTERWEG.

I. With Regard to the Pupil.

1. Teach naturally.
2. Regulate your teaching by natural grades in the development of the growing individual.
3. Begin teaching at the standpoint of the pupils; guiding them from there onward, steadily and thoroughly, without interruption.
4. Do not teach what is in itself nothing to the pupil when he has learned it, nor what will be nothing to him at some future time.
5. Teach intuitively.
6. Proceed from the near to the remote, from the simple to the complex, from the easy to the difficult, from the known to the unknown.
7. Follow in teaching the elementary method (inductive, from particular to general), not the family scientific method (deductive from general to particular).
8. Follow, above all, the psychological aim, or the psychological and the practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.
9. Teach nothing but what the pupils can comprehend.
10. Take care that the pupil retains all that he learns.
11. Do not simply train and polish; education and discipline are not for this, but to lay the general foundation on which to build the character of the individual, the citizen, and the nation.
12. Accustom the pupil to work; make it for him not only a pleasure, but a second nature.
13. Recognize the individuality of your pupil.

II. *With Regard to Subject Taught.*

1. Apportion the matter of each subject taught from the standpoint of the pupils, and as indicated above, according to the laws of his development.

2. Dwell especially on the elements.

3. In the establishing of derived principles, refer frequently to the fundamental ideas, and deduce the former from the latter.

4. Divide each step into definite steps and little wholes.

5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.

6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.

7. Connect those subjects which are especially related.

8. Go from the thing to the sign, and not the reverse.

9. Be guided in your selection of a method by the nature of the subject.

10. Arrange the subject taught, not according to a special scheme, but consider constantly all sides of it.

III. *With Regard to Outside Circumstance of Time, Place, Order, etc.*

1. Follow up subjects with your pupil successively, rather than together.

2. Take into consideration the probable future position in the life of your pupil.

3. Teach with reference to general culture.

IV. *With Regard to the Teacher.*

1. Strive to make your teaching attractive and interesting.

2. Teach with energy.

3. Make the subject to be learned palatable to the pupils, and require above all, a good utterance, sharp accent, clear statement and thoughtful arrangement.

4. Do not stand still.

5. Rejoice in development or progress: first, for yourself; second, for your pupils.—*New Eng. Jour. of Education.*

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

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SCIENCE AND ART.

IN these days when the science of teaching is struggling to obtain popular recognition,—though it has long been recognized by the learned,—it is important that terms be repeatedly defined, and that a continued effort be made to separate clearly in the thought, what must ever exist together in reality. No science can have an acknowledged existence apart from the art or process by which it finds expression. There is a science of botany, but it is revealed only in the processes of plant life and growth. The science of botany can not be actually separated from the processes in the vegetable world which manifest it. It is only in thought that I can distinguish between the energy itself and the making manifest of that energy in the processes of nature. We speak of a science of arithmetic, but if there were never any *expression* of the principles which through their activity construct these works of art in the ideal or the real world, and could be no expression, then the principles might as well not be. They are practically as nothing. Anything *in posse* that does not and never can become a thing *in esse* is not practically different from no thing.

It is the potentiality, the possibility, actualizing itself, becoming the real, that makes that complex whole which we call the real thing in its entirety.

What is Geometry, for instance? It is a principle or energy expressing itself in forms of space according to a certain fixed order which we call law. This principle thus active produces a myriad of geometrical facts, each of which is a partial expression of the principle. It takes all these facts to fully express the principle. Geometry must exist so long as this principle or energy continues thus to express itself in forms of space. The human mind first through the senses, and later through the reason, seizes these facts, and through the study of them discovers the law or order of the activity of the principle that it finally declares

must be the source, the creator, of all these facts. Each fact is traced through its relation to other facts,—the law of which relation is constant,—to the principle from which it sprang. When the human mind has seized these facts and their relations, discovered these laws, and referred them all to their mother principal, it has discovered Geometry.

Let us take an easier example. There is something very complex that we name Geology. What is it? That, too, the geologist finds to be the expression of a principle or energy that has been active for ages and is still active. It has produced the facts of the different classes of rocks, the coal formations, the various mineral deposites, all according to a fixed order,—obedient to a certain law. The human mind first seizes the facts, then discovers their relations, infers their laws, and finally grasps the principle which he finds active in all this region. Then it has discovered Geology. But Geology would have existed all the same had there never been a human mind to discover it.

Now, a little reflection makes it apparent that each one of these complex things that we are wont to name sciences has its different phases.

One may take note only of the facts. He sees a great many things but *knows* nothing, because each fact is seen to stand by itself; whereas, it can be *known* only when its relations to other facts are discovered.

Another goes a little further. He discovers the process by which his facts came to be, and he learns to repeat that process. He has learned, for instance, the process by which one house was built, and he practices that process until he, too, can build that house, or one like it. But that is the limit of his power. He has learned simply a way of doing. A very important thing to know, indeed, for when he knows that he has a trade. A trade is merely the knowledge of the process of doing a thing. He may know all things in this way. He learns by observation the processes of the growth of a few trees or plants, for instance, and he rears other trees and plants in the same way. He has the trade of the farmer, or the gardener.

Another sees beyond the process, the law which it obeys. As

his generalizations are wide or narrow, resulting from many or few observations, his laws are more or less comprehensive. But he sees not beyond that range of generalizations that states its results in the form of laws.

There are others not content to rest upon law, who see below every law and process the cause, or force, or energy, or principle,—different names of one thing,—that gives being to both process and law.

A knowledge that extends not beyond the process, is called a knowledge of the art. It is a knowledge very elementary and imperfect. Its possessors are the slaves of precedent. Experience is their only guide.

A knowledge that lays hold upon the principle and discovers its laws of working is a knowledge of the science. Scientific knowledge comprehends all lower forms of knowledge. He who knows the science must know the art, and that, too, much more perfectly and truly than he who knows the art alone; for he can tell what the process *must* be.

Having endeavored to show in the foregoing the distinction between science and art in general, an attempt will be made at some future time to show in what the science of teaching differs from the art of teaching.

G. P. B.

WHEN BEGIN SCRIPT IN PRIMARY SCHOOLS?

SOME answer this question by saying, "Begin script the first day the child enters school." When asked for a reason it is said, "I have tried it and succeeded better than when I delayed the beginning to a later period."

Some others think that script should not be begun until the child is familiar with the printed forms of words and letters, and they also support their opinion by the results of their experience.

Is experience always a true criterion?

Now, amiable reader, do not leave off reading this article in disgust, that one should seriously ask such a question. Grave authority demands that every theory shall bear the test of experience, and so say we. But it requires great care and watchful-

ness, and a multitude of experiments to establish a theory by experience. There is no evidence more conflicting than the evidence derived from experience, nor is there any reason more unanswerable. You question one's method of procedure. He replies, "I have tried all, and my experience proves to me that this is the best." What can you say? You are not convinced, but you are silenced. To assert that his experience may have been at fault is to give personal offense—because of the implication suggested.

Experience has an important office to fill, but its function is to test theories rather than to construct them.

Experience is not a criterion of truth in determining educational methods, for the reason that the elements in it vary so greatly both in quantity and intensity. No two sets of conditions are ever alike, and the attitude of the teacher's mind in regard to them is never twice the same; nor is the attitude of one teacher ever the same as that of another. There are too many variable quantities that follow no known law in their variations.

An enthusiast might teach the Hebrew language with such marvelous results in both discipline and knowledge that many would say that study ought to be introduced into the public schools. There is an old saying that it takes more than one swallow to make a spring.

Whether one should teach script or print first will depend not upon whether A. B. and C. have taught one or the other of these first with success, but rather upon the immediate purpose in view. If the purpose is to first teach the child to read script, then script should be first taught: if otherwise, then print should be taught first. A pupil can be first taught to read script as easily as he can be taught to read print first. One contains no more difficulties than the other.

Which should be taught first?

There does not seem to be any fundamental principle of educational science that would determine the answer. It is, then, to be determined by what we may call accidents. Which will interest him most? Which has the greatest number of helps?

Which will call to the teacher's aid most effectually the family and the child's associates? There can be but one answer to these questions. The teacher will find most aid in teaching the child the printed word. The primary readers are filled with printed words. They are also embellished with engravings. Books are in constant use in the home, etc., etc. It would seem therefore that the child should be first taught to make the transition from the spoken word to the printed word. The difficult thing to do is to make this transition from sound to sight forms. It is comparatively easy to make the transition from one sight form to another. Shall we not, then, teach that sight form first which the instruments used and the associations of the child most aid to impress?

After the child has become familiar with printed words, then it is not a difficult task to substitute a script form for a printed form. In this case the transition is from one sight form to another.

Shall they both be taught at the same time?

If the principle of "One thing at a time" holds, then we must answer "No." The child should first compare the sound-form with which he is familiar, with *one* strange sight-form,—not with *two*. Else there will be unnecessary confusion and consequent waste of energy.

After the child has become familiar with the printed form, then he can compare this familiar printed word or letter with the strange script word or letter, and no confusion will attend it. This theory will permit the script form of a word to be taught during the first week of the child's attendance at school, perhaps. It only requires that he shall first become familiar with the printed form.

G. P. B.

FIRST DAY IN SCHOOL.

FIRST, get your school.

This preliminary work is not well done unless there is a clear understanding between you and the trustee as to the precise duties you are expected to perform. Know whether or not you

will be expected to perform the duties of janitor; what holidays will be demanded; what is the requirement of the trustee in regard to township institutes and county associations, etc.

Having made your contract abide by it, unless honorably discharged. It is common for school authorities to release teachers from their obligation to perform their contracts when they have better positions offered to them. This custom has grown up wholly from the consciousness on the part of employers that the pay of teachers is too small, and a feeling that they should be permitted to do better if they can.

But from a business point of view the teacher has no more right to demand release from his engagement because he has a chance to get a higher salary, than the trustee has a right to demand a like release because he has a chance to employ a better teacher.

The next preliminary step is to see that the school-house is put in good condition before the day of opening the school. The room should be cleansed, the walls whitened if dingy, the blackboards repaired, the maps hung, and everything done that can be, to give an air of cheerful welcome to the pupils.

The teacher should be early at the building on the first morning, and extend his cheerful greetings to the children as they assemble. A first impression of kindness and amiability will add great support to the teacher in his attempt to establish proper order and attention to business on the day of beginning.

Start with the determination to make the school-room a happy and busy place, and renew this resolution every morning. The importance of the prevalence of feelings of mutual kindness and contentment in the school can not be overestimated. Kind and amiable teachers, though inefficient, are always preferred to unsympathetic and unamiable teachers, though otherwise efficient—and for good reason. The silent influence of the teacher is more powerful in primary education than is his direct instruction.

Come to the school house on the first morning with a carefully arranged order of exercises for the entire day, and follow it. Where a graded course of study is in operation, the records of the preceding school will give the classification of all the children

who attended during that session. There may be some present who have never attended the school before. These should be classified as early as possible.

But seek, in the first place, to set every one at work upon something in which he is interested. Make things *go* from the start. Throw life and animation into the exercises, and do not allow them to drag. A little time may be required to enroll the names of the pupils and assign them to classes. This would better be done before school, as they assemble. It can be quickly done where a graded course of study is established, as is now the case in most counties. This personal contact with the individual pupils, made in the effort to learn the names and degree of advancement, will, if properly improved, establish a friendly feeling between teacher and pupils, before the position of authority is assumed.

Call the school to order when the time arrives, and proceed to business. Our advice is to begin the work of each day with a pleasant and cheerful morning exercise that shall teach some good lesson. A few verses might be selected from the Bible that commend order, and a short story might be told or read that would exhibit the evil effects of disorder. This will put the minds of the pupils in a proper attitude to receive kindly the suggestions of the teacher about the necessity of maintaining order from the first.

Do not deliver a lecture, but set every one at work as soon as possible. The older pupils will be set to preparing certain well defined lessons, which the teacher has previously selected. The younger pupils will be called up and after a short exercise be set to some task of slate work, or work with alphabet cards, shoe-pegs, or some other primary apparatus. Then, in order of the program, the other classes will be called and disposed of in a similar way.

Be sure to make the work of the first day impress the thought upon the pupils that the teacher feels kindly towards them, that he is master of the situation, and that he has come there for business.

There are two extremes to be avoided by every teacher. The

one is that familiarity with the pupils that breeds contempt, and the other, that austerity of manner that repels all freedom of social intercourse. The relation of teacher and pupil should never be entirely dissolved even when they meet in society or the home circle. It should be the relation of parent to child, of leader to the led, of the older to the younger, rather than that of perfect equality.

Our admonition to young teachers is, Be in earnest. Have a desire to do something to help your pupils, and strike as directly at that something as you can. When there is a clear view of the thing to be done and an intense desire to do it, success is certain. A way will be found to bring the pupil on, though it may not be the shortest or freest from obstructions.

G. P. B.

NOTICE.

The article on Geography in this department in the July number should have been accredited to Prof. M. Seiler, of the State Normal School. By mistake his name was not appended to the paper.

OFFICIAL DEPARTMENT.

CONCERNING THE POWER OF CITIES TO ISSUE BONDS FOR PURCHASING SCHOOL GROUNDS.

Hon. John W. Holcombe, Supt. Public Instruction:

SIR:—You submit the following inquiry, and request an answer:

"The civil city corporation of L. is indebted to an amount greater than 2 per cent. of the assessed valuation. The school city corporation of L. is not indebted in any manner whatever. Under the above circumstances can bonds be issued for the purpose of purchasing grounds under section 4,488 R. S. 1881 et seq?"

Section 1 of Article XIII of the Constitution of the State of Indiana (R. S. 1881, Sec. 220) is as follows:

"No political or municipal corporation in this State shall ever become indebted, in any manner or for any purpose, to an amount in the aggregate exceeding 2 per centum on the value of the taxable property within such corporation, to be ascertained by the last assessment for state and county taxes previous to the incurring of such indebtedness; and all bonds or obligations in excess of such amount, given by such corporation, shall be void." * * * *

Under this clause of the Constitution a municipal corporation may not voluntarily incur an indebtedness in any manner or for any purpose exceeding the amount prescribed therein, and the creditor or bondholder must, at his peril, take notice that the constitutional limit is not exceeded. * * * * *

The city school corporation for some purposes has been treated as distinct from the civil city corporation, (*State vs. Terre Haute*, 87 Ind. 212), and the board of school trustees might, under certain circumstances, make and execute promissory notes for indebtedness properly created by it.

The question recurs: (1) Is the city school corporation authorized by statute to issue said bonds? (2) Is the civil city corporation liable on the bonds for which provision is made, in sections 4,488, 4,490, 4,491 of R. S. 1881? The board of school trustees, who represent the school corporation, are not authorized by statute to issue the bonds to which your inquiry refers, but the city or incorporated town, on the passage of an ordinance authorizing the same, by the common council of such city, or the board of trustees of such town, issues the bonds to an amount not exceeding in the aggregate \$50,000, and the common council or board of trustees of an incorporated town may from time to time negotiate and sell as many of such bonds as may be necessary for such purpose. (R. S. 1881, Sec. 4,488) The proceeds of such sales are then paid to the school trustees upon filing with the county auditor the proper bond. (Sec. 4,489.) The common council of the city and board of trustees of the incorporated town are required to levy annually a special tax sufficient to pay the principal and interest of said bonds falling due. The treasurer of the city or town collects and retains said tax and disburses the same only by the authority of the common council of said city or board of trustees of such town. (Sec. 4,490, R. S. 1881.) It is my opinion that the city school corporation does not issue said bonds, and the city civil corporation is liable for their payment.

As the city to which you refer is now indebted in excess of the prescribed constitutional limit, and the issue and sale of the bonds would be an increase of its liability and indebtedness in excess of such limit, it is my opinion that said bonds can not be lawfully issued.

FRANCIS T. HORD, *Attorney General*.

JAY COUNTY is well in hand and rapidly approaching a front rank under the superintendency of Will J. Houck. He now requires but two reports a year and insists on these being complete and promptly made. One of the items required is the names of the children enumerated and not in school, and reason for non-attendance. This is certainly an excellent feature.

EDITORIAL.

W. A. BELL, Editor-in-Chief and Proprietor.

GEO. P. BROWN, Pres. State Normal School, Associate Editor and Editor of the Department of Pedagogy.

LEWIS H. JONES, Principal Indianapolis Training School, Editor of the Primary Department.

GEO. F. BASS, Supervising Principal Indianapolis Schools, and Critic in Training School, Editor of The School Room Department.

A. W. BRAYTON, Prof. of Natural Science in the Indianapolis Schools, is Editor of the Popular Science Department.

Prof. E. E. WHITE, Ohio; Prof. E. E. SMITH, Purdue University; HUBERT M. SKINNER, Chief Clerk Dept. of Public Instruction; JAS. BALDWIN, Supt. Schools Rushville; HOWARD SANDISON and W. W. PARSONS, of the State Normal School; EMMA MONT. MCRAE, Principal Marion High School; H. S. TABBELL, late Supt. of the Indianapolis Schools, are frequent contributors.

Many other able writers contribute occasional articles to the JOURNAL. Should all those be enrolled as "Contributing Editors" who contribute one article or more a year the list could be indefinitely extended.

This large list of special editors and able contributors insures for the readers of the JOURNAL the best, the freshest, the most practical thoughts and methods in all departments of school work.

The Miscellaneous and Personal Departments of the Journal will not be neglected, but it places special emphasis on its large amount of unequaled practical and helpful educational articles.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in *two* and *one* cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

THOSE readers of the Journal who are interested in the study of the nicer points of educational problems will study with care Pres. Brown's discussion of the subject (on another page), "Is Language a Source of Original Information." The discussion of such problems as this, involving the study of mind operations, is daily becoming more interesting to the professional teacher.

PROGRAMME.—Be sure to read what Mr. Richard says, on another page, about the word "programme." The pedantry which makes the last syllable so short that it becomes "*grum*" is certainly objectionable. Program is just as bad as diagram. The last syllable should not be so shortened as to destroy the distinct short sound of *a*.

SPECIAL attention is called to Dr. White's article in this issue of the Journal on the great problem of "Moral Training in the Public Schools." Every teacher of every grade is interested in this important subject.

The Journal is gratified to announce that Dr. White is to furnish the Journal a series of interesting articles.

THE TEACHERS' READING CIRCLE.

The Journal regrets very much the delay of the completion of plans for the Teachers' Reading Circle. Could the plans have been perfected and circulars of instruction been ready for the institute season, the work could have started under much more favorable circumstances. Delays unforeseen have occurred, and perhaps not more than half the counties will be reached by circulars in time to complete plans for circles in institutes; in other counties the work will be done in the township institutes. By the time this Journal reaches its readers, doubtless circulars containing plan, list of books, prices, how to get books, etc., etc., will be in the hands of every county superintendent, and teachers can secure these with but little trouble.

It will be October before clubs can get their books and begin their work. Thousands of teachers should make their plans to take the course of reading marked out.

THE WORLD'S INDUSTRIAL AND COTTON CENTENNIAL EXPOSITION.

The World's Industrial and Cotton Exposition, which will open in New Orleans December 1, 1884, and close May 31, 1885, has already become an event of such national and international importance as to commend itself to the kindly interest of every citizen of the United States. Held by the authority and under the auspices of the general government (which has appropriated \$1,300,000 for its purposes), its invitations to participate extended to the different states, territories, cities and towns, and to foreign countries, have been so universally responded to and accepted, that the Exposition promises to be one of the largest, most comprehensive, complete and extended commercial, industrial, mechanical, agricultural, horticultural, scientific and art exhibits of which history furnishes any record.

For full particulars address E. A. Burke, General Director, and Wm. H. H. Judson, Chief Department of Printing and Publishing.

ANSWERS TO STATE BOARD QUESTIONS.

The Journal has held the opinion for some time that the space given to the "answers to the State Board questions" could be filled with matter of more value to teachers, and a large majority of superintendents and leading teachers hold the same opinion: but all the publishers of educational papers in the state would not agree to this, and the demand for the answers is so great that one paper can not afford to discontinue their publication unless all do.

There is a demand on the part of some teachers that the answers be given in the same issue containing the questions.

If teachers will look up the answers for themselves, and in this way gain collateral information, they will be benefited, but if they simply read a question and can turn and find an answer ready-made the profit is almost nothing.

The State Board are unanimously of the opinion that if the answers are given at all, they should not be given in the issue containing the questions.

It having been determined to print the "answers," they will be made of most possible use to teachers.

THE LAW OF SILENCE.

Silence is one of the cardinal virtues of the school. What is the full meaning of this word, and what are the reasons for classing silence among the school virtues?

Silence is ordinarily understood to mean the absence of noise. In the school it means the refraining from all movements of body, and especially of the tongue, that tend to attract the attention of others. It implies the absence of every form of communication of one pupil with another.

Why should this kind of silence be enforced?

1. Because of the training it gives in self-control. The child is to a large degree the victim of caprice, and of influences that external objects exert. He must be trained to resist the influences that his caprice and environment engender, and to hold himself firmly to the performance of some purpose. The impulse to communicate with his fellows is a very strong one, and the successful resistance of this impulse is an excellent training in self-control.

2. Justice demands that each pupil shall have an opportunity to perform his work in the school without being subject to interruption from others. That he is willing to be interrupted makes no difference. He is not a competent judge of what he should or should not do. He is sent to school to be taught, and the teacher and not the child must determine what is best for him. But in every good school there are many pupils who are unwilling to be defrauded of their time. Unless silence is enforced much of their time is lost.

These are the common reasons for the enforcement of silence in school.

There is another meaning that the teacher should put into the word silence that will afford an additional reason for enforcing it.

There are two kinds of objects of knowledge. One of these is a

knowledge of perceptions. These perceptions, because of their vividness, and because they occupy space and are seen to be outside the mind, are called external objects. Another kind of objects which the mind can know are its own ideas or conceptions of things. These, because they do not seem to exist outside the mind, nor occupy space, but are fleeting and transitory, and not persistent and continuous like perceptions, are called internal objects.

When the mind is engaged in the contemplation and study of external objects, we call this act observation: when it is engaged in the contemplation and study of internal objects, the act is called reflection. Now it is through reflection upon our ideas of things that our knowledge becomes organized and so is made useful to us. Mere unorganized perceptions of things could be of no value unless by reflection we could see how these things stand related to one another.

Now one of the great purposes of the school is to lead the pupils to form habits of reflection. They must be able to group objects into classes if their knowledge of them is to be of any value. They must be able to discover laws which these objects obey. This power of generalizing, as it is called, comes by reflection.

When the mind is observing, the senses are active, for the objects that it is contemplating are external objects. But when the mind is reflecting the senses are not active, for the objects dealt with are those of memory, imagination, and the generalizing power of the mind. These can be studied, and their relations discovered only when there is a stillness or inactivity of all the senses. The mind must be unconscious that it has any senses. It must be blind and deaf, to everything external. This act of reflection is a very difficult one for the child to perform. Unless the conditions are very favorable indeed, he will learn to do it but slowly. These conditions are those of external silence, which we first described, and besides this, the pupil's own senses must be asleep as it were. This is that state of mind that is sometimes called abstraction, because the mind is *drawn away from* external things and wholly engaged with internal things.

This transition from the contemplation of external things, which is almost the sole occupation of the young child's mind, to the contemplation of internal things, which is almost the sole occupation of the educated adult mind, is a very difficult one to make. It is best made under the direction of a skillful teacher, and is therefore one of the principal functions of the school.

A child may be set to reflecting too early, and thus be greatly injured; or he may never be led to reflect, and thus grow up a mere sensuous being, having no power of thought.

G. P. B.

"THE RIGHTS OF TEACHERS."

Under the above heading the Journal, in its July issue, said that "teachers have some rights which trustees were bound to respect," etc. The article was a plea for the retention of a worthy teacher who had done faithful and efficient work, as against a *new* teacher. The claim was made not only in the interest of the teacher, but of the school as well.

A trustee, to whom the above named article has been sent, writes a "reply," which can not be printed because of the personal allusions it contains. The Journal assures the author that the board of which he is a member was not at all in the mind of the writer when the article was written.

Certainly a school board must look first of all to the highest interest of the children whose guardians they are, and it sometimes becomes their unpleasant duty to discharge or drop an incompetent teacher or superintendent.

The Journal simply pleads for the retention of *competent* teachers, and insists that when it becomes necessary to make a change it should be done by *timely* notice, and in such a way as to least impair the professional standing of the teacher. Except under peculiar circumstances, a trustee or a board is not justifiable in dropping a teacher without notice.

HOW IT IS DONE.

It is interesting to note the different ways in which county superintendents conduct their institutes. To illustrate: One superintendent calls his institute to order the first morning *late*—is late himself. He asks if any one can lead in singing—a long wait. He omits it. Whom will you select as vice-president to take charge in my absence—a wait. Will some one make a motion. A teacher finally says, I move that Mr. S. act as vice-president. Mr. S. declines—can not be present all the time. Another wait. Finally a person is selected. Supt.: Whom will you select as secretary—a wait—a nomination—another declination, etc., etc. I have seen thirty minutes spent in selecting officers and committees.

Another superintendent comes before his institute with his officers and committees already selected, and simply announces them. He has everything definitely arranged for in advance, and loses no time. In Putnam county Supt. Smedley did his own enrolling after work was begun. If he was compelled to be temporarily absent he simply asked some one to take charge. He had no use for a secretary, and so appointed none. He expects each teacher to take his own notes, and sees no use in keeping minutes. The writer, in his own insti-

tutes, fourteen years ago, decided that it was a waste of time to have minutes read, and dispensed with this formality. Mr. Smedley has improved upon this. Minutes as usually kept are useless even when preserved. It is worth while for superintendents to consider the propriety of adopting Supt. Smedley's plan of saving time.

In some counties the superintendents feel gratified if they can make an enrollment of *one-half* the teachers in the county on Monday, while in others a full and prompt attendance is expected and secured from the first. In Jasper county, D. W. Nelson, Supt., with only 101 school-rooms in the county, 96 teachers were enrolled on Monday forenoon. And when the last bell began to ring for the opening of the institute at its various sessions, teachers actually ran—yes *ran*, lest they should be tardy.

The superintendent himself determines largely the promptness, regularity, interest, and general spirit of the institute. "As the teacher so the school"—As the superintendent so the institute.

GEMS OF THOUGHT.

SHAKESPERIAN.

1. Nothing is good without respect..
2. Perseverance keeps honor bright.
3. A fool's bolt is soon shot.
4. Ill will never said well.
5. Things without remedy,
Should be without regard. What's done is done.
6. A very little thief of occasion may rob you of a great deal of
patience.
7. Words, without thoughts, never to heaven go.
8. There's no art
To find the mind's construction in the face.
9. There is no time so miserable but a man may be true.
10. Trust not him that has once broken faith.
11. There is no better sign of a brave heart than a brave hand.
12. The trust I have is in mine innocence,
And therefore I am bold and resolute.
13. The will of man is by his reason swayed.
14. Angels are bright still, though the brightest fell;
Though all things foul would wear the brow of grace,
Yet grace must still look so.
15. Experience is by industry achieved,—
And perfected by the swift course of time.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR JULY.

THEORY OF TEACHING.—1. How can the memory be cultivated?

2. What is the imagination? Give an example in which it is appealed to in teaching

3. What are the objections to using pain, either mental or physical, as a motive to prompt pupils to industry?

4. What is the difference between primary and advanced reading?

5. Why should punctuality and regularity be enforced in school?

READING.—1. How would you conduct a drill in articulation?

2. Write two sentences that require the falling inflection and two that require the rising.

3. Mention the uses of a dictionary in preparing a reading lesson.

4. Will the punctuation guide the voice in respect to inflection in reading? Give the reason for your answer.

5. How do you teach the meaning of words?

6. Read a selection assigned by county superintendent.

GRAMMAR.—1. Name five leading ideas that are expressed by adverbs. Give examples of each.

2. Define the phrase. Give example of prepositional phrase.

3. Give two rules governing the punctuation of the members of a compound sentence. Give examples.

4. State the use of each subordinate clause in the following:

a. I dreamt that I dwelt in marble halls.*b.* He studies that he may learn.*c.* It is true that he will succeed.5. When is *to* omitted before the infinitive?

6. In what do the participle and infinitive differ from the verb?

7. How is the possessive formed in the singular and in the plural? Give examples.

8. Define comparison. What classes of adjectives admit of comparison?

9. What are the principal parts of a verb? State clearly why they are considered the principal parts.

10. Illustrate four common errors in the use of the person and number of verbs.

PHYSIOLOGY.—1. In what way is morality promotive of health?

2. Describe the villi.

3. Describe the composition of the blood.

4. What part does osmosis perform in nutrition?

5. Describe the principal parts of the brain.

6. Explain how high and low sounds are made with the voice.
7. Make a diagram showing the structure of the eye.
8. What are ganglia?
9. What causes the phenomenon of a "foot asleep?"
10. What is the effect on the human system of alcohol in large quantities? In small quantities? 2 pts, 5 each.

U. S. HISTORY—1. Who gave the title of New England to the Eastern States?

2. What Virginian by his eloquence greatly promoted the resistance to Great Britain? What was the expression used by him that became so famous?

3. What great Territory, now in the U. S., was still left in foreign possession by the revolution?

4. Name five persons of the Revolutionary period who made themselves famous as patriots, and also as statesmen or writers?

5. What event during the Mexican war was thought to resemble the celebrated retreat under Xenophon—wherein did the events differ?

6. What General during the war of 1812 was uniformly successful in the West? Where, when, and under what circumstances did he die?

7. What acts of Congress led the North into its determined opposition to the progress of slavery, and eventually into the civil war?

8. What connection had the Louisiana purchase with that war?

9. What was the real connection between Grant's movements in Virginia and Sherman's march to the sea, in breaking down the rebellion?

10. Name three prominent poets, three historians, two orators and two novelists of the United States.

GEOGRAPHY.—1. Name the great circles, the small circles. Of what use are these circles?

2. What is a republican government? What is a monarchy? Give examples of each form of government.

3. Describe the three great natural regions of North America?

4. What States are separated by the Mississippi river? Through what States does it flow?

5. Name five agricultural products of the West Indies.

6. Describe the three great river systems of South America.

7. What are the British possessions in Africa?

8. What countries occupy the great peninsulas of Southern Asia?

9. Through what divisions of the United States do the Rocky Mountains extend?

10. Locate Smyrna, Odessa, Belfast, Antwerp, Leeds.

PENMANSHIP.—1. What is the prevailing form in the small letters?

2. Write the principles from which the short letters are formed.

3. How should the pen be held?

4. Write and name the principles used in forming the loop-letters.

5. Write the three principles used in forming the capital letters.

Classify the capital letters formed from these principles.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked 50 or below, according to merit.

ORTHOGRAPHY.—1. What are affixes? Suffixes? Prefixes?

7 off for each missed.

2. Write words illustrating the long and the short sound of all the vowels. 20

3. Explain the difference of meaning in the words in the following pairs: Pitiful, paltry; consign, entrust; cabal, faction; discover, invent; cheerfulness, mirth. 5 pts, 4 each.

4. Write five sentences and use one of the following words in each: Dessert, decease, assay, exorcise, idyl. 5 pts, 4 each.

5. Write the following words correctly, and mark the accented syllables: Liseum, believe, cotere, balance, patronise, mullen, similar, bisickle, pyramadal, eronious.

ARITHMETIC.—1. Define least common multiple, aliquot part, ratio, percentage, and discount.

2. Define a decimal fraction; a prime number.

3. What is a tax? Assessor? Kinds of duties? Define each.

4. What is interest? Usury? The time, rate per cent. and interest being given, how find the principal?

5. A farmer had 231 bushels of wheat, and 273 bushels of oats, which he wished to put into the least number of bins containing the same number of bushels, without mixing the two kinds; what number of bushels must each bin hold?

6. For what sum must I give my note at a bank payable in four months, at 10 per cent. to get \$300?

7. Reduce $44.753\frac{1}{2}$ feet to a compound number.

8. Find the interest of \$990.73 for 9 months 19 days, at 7 per cent.

9. A note of \$750, dated April 20, 1870, was due Oct. 12, 1870, with interest at 8 per cent.; what was the amount?

10. A father left \$7,140 to his children, A, B, and C. A's share to B's was as 2 to 3, and B's to C's as 4 to 5; what did each get?

11. A boy, in flying his kite, found that he had let out 845 yards of string, and that the distance from where he stood to the point directly under the kite was 676 yards; how high was the kite?

12. A man weighing 198 lbs. let himself down 54 feet with a uniform motion by a wheel and axle; if the weight at the hook rises 12 feet, how much is it? (Solve by proportion.)

13. Reduce 5 fur. 35 rds. 2 yds. 2 ft. 9 in. to the decimal of mile. The applicant may select ten questions.

ANSWERS TO STATE BOARD QUESTIONS PRINTED IN AUGUST.

READING.—1. In teaching reading two prominent objects should be kept in view:—The acquisition of power on the part of the pupil to gather readily the thought of another as expressed upon the printed page, *i. e.*, not merely the surface thought, but the whole thought, apparent and suggested; and the acquisition of ability to give correct and animated oral expression to the thought as thus gathered. The latter is both an object in itself and a means of testing the proficiency of the learner in the former. By means of the two, the pupil comes into full possession of the thoughts and deeds of past ages as a part of the inheritance of the diligent workers of the race.

2. In preparing a reading lesson, it may properly be required of pupils, (1) if the time will suffice, that there be a brief presentation of its purpose and special difficulties, together with its points of interest, by the teacher at the close of the previous recitation; (2) if there be a list of words given preceding the lesson, that the pronunciation and meaning of these be promptly recognized as old acquaintances in the body of the lesson; (3) that the pupils be encouraged, whenever the meaning of a word, as determined by the context, is not perfectly clear to them, immediately to look it up and establish it in the mind; and (4) it is often advisable, also, to have a portion of the words written upon slips of paper either as a spelling lesson, or (in sentences) as a language lesson, or (with diacritical marks) as a lesson of test pronunciation.

5. Punctuation may be used as a means of indicating the sense or grammatical construction of a sentence, or it may be used to indicate abbreviations in words. Thus: John the lawyer says she will die; John, the lawyer says she will die. A. B. Maxwell; don't; Hon. J. A. Bell.

PHYSIOLOGY.—1. "A sound mind, a sound body," is a maxim ages old. A healthy, vigorous state of mind tones up the body, as a rule, and thus aids it in the discharge of its functions. As a portion of the body is the instrumentality used by the brain in its operations, it would naturally be concluded that the more perfect the instrument the more satisfactory the operations performed through its use. Health of body tends to cheerfulness, buoyancy, animation, energy; disease of body tends to sourness, anxiety, worry, distraction of effort.

4. The pancreatic juice is alkaline and watery. It recommences in the intestine operations begun upon starch, etc., by the saliva, but

which were suspended in the stomach through the acid properties of the gastric juice. It also acts upon the oils set free in the stomach through the dissolution of the cell-walls and the melting of fat, forming, by an admixture of some albumen from its composition, an emulsion which is whitish in appearance and readily absorbed. Its chief ingredient is known as *trypsin*.

7. "Heartburn" is a bitter, burning, and very unpleasant sensation, the seat of which seems to be in the chest, in the region of the heart, but is in reality in the stomach. It is usually due either to an undue amount of the acid secretion or to improper condition. Sometimes, however, the trouble is elsewhere in the body, though manifested to the senses through the medium of the stomach.

8. The liver is a lobed organ, situated in the right and upper side of the abdominal cavity, convex above, concave beneath, its left portion overlapping the stomach anteriorly. Its weight in males is 40 to 60 oz., in females, 40 to 50 oz., the ratio of its weight to that of the whole body being greatest in infancy. It is of a purplish-brown color, and to the naked eye appears composed of small granular bodies. These are irregular in form, the lobules being usually pentagonal or hexagonal. The liver is furnished with material for its operations through the portal vein, whose inlets absorb material directly from the organs of digestion. Its secretions are two-fold in their nature and functions: (1) The *bile*, a viscid, oily-looking, greenish-yellow and very bitter fluid, sp. gr. 1.01 to 1.032, temporarily stored in the gall bladder and ultimately intended to aid in intestinal digestion. The liver secretes from one to three pints of bile in twenty-four hours, the rapidity of secretion is increased by the pressure of food in the intestinal canal. (2) The *glycogen*, the chief secretion, is a carbohydrate stored away in its tissues and serving as a store-house of food upon which the body may draw in emergencies. Glycogen is chemically related to starch.

U. S. HISTORY.—I. In 1636, Roger Williams, banished from Massachusetts, because he had openly declared his belief in the right of private judgment in religious questions, came to Narragansett Bay, purchased land of the Indians, and founded Providence. In 1638, another company of exiles purchased the island of Rhode Island and founded Newport.

2. In prosecuting the several colonial wars, by which England had obtained the supremacy in America, a heavy debt had been incurred. The English government agreed that, as this debt had been incurred in the defense of the American colonies, they ought to assist in the payment. To this end they taxed the colonies, but gave them no representation in Parliament. Therefore the colonies resisted by force of arms,

3. The English people were divided in opinion as to the measures which led to the Revolutionary war. After fighting had actually commenced, Chatham was in favor of acting with vigor, but the ministry underrated the Americans and thought that a small body of disciplined troops would soon suppress the rebellion.

4. Silas Deane, Benjamin Franklin, Arthur Lee.

5. The Confederation was simply a league, from which any State was at liberty to withdraw at pleasure. The power conferred upon Congress was limited, it having no authority to execute its own measures. .

6. During Washington's second administration, Citizen Genet was sent by the French Republic as minister to the United States. France being then at war with England, Genet, relying on the popular sympathy with France, fitted out privateers in United States ports, to prey upon English commerce. Upon Washington's refusal to enter into an alliance with France, Genet threatened to appeal to the people, whereupon Washington demanded his recall, to which demand the French government acceded.

7. Under Buchanan. The actual declaration of war was made by the rebels in firing from Fort Moultrie upon the steamer "Star of the West," as she was bringing reinforcements and provisions to Fort Sumter.

8. That the Southern States had long contemplated seceding is evident from the fact that secession had been threatened as a means of settling their differences with the North, under Jackson's administration; that during the Fremont campaign actual preparations had been made, and that in the last two years of Buchanan's administration, the government military stores had been collected in Southern arsenals, and the navy widely scattered.

9. The government desired to obtain control of the Mississippi river, because it was the channel of communication between their army in the Central States and that upon the Gulf. It was also desirable that it should be opened for commerce. Its control was important to the South as a means of crippling the commerce and transportation facilities of the North.

10. Unlike other countries, the United States has received its rebellious children back into all the rights and privileges of full sonship. Only the leaders were excepted from the general pardon.

GRAMMAR.—1. The predicate noun may be modified by (a) article, (b) adjective, (c) appositive, (d) possessive, (e) participle, (f) infinitive, (g) adjunct, (h) clause. Examples: Discretion is the (a) better (b) part of valor (g). That is *my* (d) book *that you are reading* (h). The speaker was Smith, the *lawyer* (c). He is the man *to address* (f). Language is thought *expressed* (e).

3. A simple sentence contains *one* independent proposition. A compound sentence contains *two* or *more* independent propositions.

4. A clause is a dependent proposition. I saw *that he was hurt*. *That he was hurt* is the object of saw.

5. This is a compound sentence composed of the independent members, "the moon hangs fair," and "the zephyr blows soft;" the subordinate clause is, "while the vessel in gallant trim," etc. Of the first member, "moon" is the subj. nom., modified by the article "*the*"; "*hangs*" is the pred. verb, combined with the pred. adj. "fair." "Hangs" and "blows" are modified by the temporal adverbial clause "while the vessel," etc. "Vessel" is the subj. nom. of this clause, modified by "the" (art) "gliding" (part. adj.) and by the adjunct "in gallant trim"; goes is modified by "riding," participial adverbial modifier of manner; "riding" is modified by the adverb "proudly," and by the adverbial phrase of place, "o'er the azure realm"

6 They are alike in that they express the act or state without predicating anything, and hence they do not have person and number. They differ in form, and in the fact that, in their general use, the infinitive is a verbal adjective.

7. The collective noun is plural when the individuals composing the collection are thought of; as, "The audience were well pleased with the speech." It is singular when there is the idea of unity; as, "The audience was large." A collective noun may have singular and plural forms; as, *family*, *families*.

8. Nominative and objective; as, The man *himself* (nom.) killed *himself* (obj.)

10. The passive voice is formed by combining the perfect passive participle with the different forms of the verb "*be*."

GEOGRAPHY.—I. Four: Savage, barbarous, half-civilized, and civilized.

2. Spain and Portugal, Italy, Greece, and the Crimea.

4. Lake Erie, Niagara river, Lake Ontario, St. Lawrence river, Lake Champlain, Long Island Sound, Atlantic Ocean, and Delaware river.

6. Most of the Indiana rivers belong to the Mississippi system. About one-ninth of the State is drained by the lake system. The slope of the land prevents all rivers from belonging to one system.

7. Nebraska is separated from Iowa by the Missouri river. Dakota and Missouri are divided into two unequal parts by the Missouri river.

8. New York, Philadelphia, Brooklyn, Chicago, Boston, St. Louis, Baltimore, Cincinnati, San Francisco, New Orleans.

10. Foreign commerce is trade carried on between different coun-

tries. Domestic commerce is trade between parts of the same country. Exports are the products of a country that are shipped from it to other countries. Imports are foreign products that are shipped into a country.

11. The Northern Pacific, extending eastward from Portland, Oregon. The Central Pacific, extending from San Francisco, and the South Pacific, extending from San Diego. These roads all make connections with great trunk lines that extend to the Atlantic ocean.

13. In the absence of a tellurian or proper apparatus, extemporize a sun and earth and illustrate the motions. Three things are absolutely essential to keep in mind: 1. The revolution of the earth on its axis and around the sun. 2. The inclination of the earth's axis. 3. The parallelism of the earth's axis.

ARITHMETIC —1. Numeration treats of the reading of numbers, while notation treats of the writing of them. In English numeration the period consists of six figures, and the scale is one million; in French numeration the period contains three figures, and the scale is one thousand.

2. Discount is a deduction made for the present payment of an obligation. Interest is counted on the face of the obligation, while true discount is computed upon the present worth.

3. A triangle having one of its angles right angles. Multiply half the altitude by the base.

4. The ratio of 4 to 2 may be expressed as follows: $4 : 2 = 4 \div 2$ or $\frac{4}{2}$.

5. $100 \times \frac{9}{100} = 4\frac{1}{2}\%$. Ans.

6. 9 h. — (7 h. 24 m. $24\frac{3}{4}$ sec) = 1 h. 35 m. $35\frac{1}{4}$ sec., dif. in time. Divide this by 15 to get dif. of long; add this result to long. of Halifax, and we have $63^\circ 36' 62\frac{1}{4}''$, long. of Chicago.

7. 7 mo. 7 da. = $7\frac{7}{12}$ yrs; $\$07 \times 7\frac{7}{12} = \$.042\frac{1}{4}$, int. on \$1 for given time; $\$1 + \$.042\frac{1}{4} = \$.1042\frac{1}{4}$, amount on \$1 for given time; $\$.1042\frac{1}{4} \times 3,032 = \$3105\ 273\frac{1}{4}$. Ans.

8. From Jan. 10, 1872, to March 13, 1872, is 63 days, counting 29 days for Feb., 1872 being a leap year. \$1 will produce \$.007 int. in this time at 4%. $\$17\ 78 + \$.007 = \$2540$. Ans.

9. Changing $\frac{2}{3}$ and $\frac{1}{5}$ to similar fractions we have $\frac{10}{15}$ and $\frac{3}{15}$. From this we see that the \$222 must be divided into 37 parts. A has 27 of them and B 10. A has \$162, B \$60.

10. 2 ft 8 in. = 32 in. If he were just 32 in. from the fulcrum, he would balance 160 lbs; but if he were twice 32 in. he would balance 2×160 lbs. He must be as many times 32 in. from the fulcrum as $\frac{1200}{32} \times 32 = 20$ ft. Ans.

11. 1 lb. 4 oz. = 20 oz

$$\frac{1800 \times 20 \times 5 \times 4\frac{1}{2}}{3500 \times 12 \times 1} =$$

12. Ans., 9 5393.

13. $\sqrt{84 \times 63} = 72.5$ rods.

THEORY OF TEACHING.—1. A teacher should have a knowledge of mental science for the reason that it is his chief business to develop mind, and if he does not understand the laws of the mind he does not understand his business. The teacher must understand the subject to be taught and also the mind to be taught, and a failure to understand either must result in partial failure.

2. The general forms of mental activity are the intellect, the sensibilities, and the will. These are sometimes called departments of the mind, but are more properly modes in which the mind acts.

3. The memory of the child is chiefly appealed to because this is one of the first developed powers of the mind, and because the power to remember is the foundation of the power to reflect and reason.

4. The word method in reading consists in teaching the child words as wholes before teaching him the letters or their sounds.

5. School government is controlling the school as to the order and work. Management is a much better word than government as applied to schools, as it has in it much less of the idea of law and penalties for the violation of the same.

COUNTY INSTITUTES.

PARKE COUNTY.—The institute in this county was among the best—as usual. The outlines of work were the fullest and most complete yet published. Instruction does not count for much with Supt. Elson unless put upon a scientific basis.

TIPTON COUNTY.—Institute was held at Tipton August 4-8. The organization was completed on the first morning. Work in earnest also began first day, and so continued throughout the week. The principal instructors were Profs. Darst and Boone. Other able instructors were present. Whole number enrolled 115; average attendance 77.

F. B. CROCKETT, Supt.

F. B. GOODYKOONTZ, Sec'y.

NEWTON COUNTY.—The nineteenth annual institute convened at Kentland, August 18th. The instructors were A. E. Humke, of the State Normal, and home teachers. Misses Mary and Emma Cox and Annette Ferris, graduates of State Normal; also G. H. Welker principal of Kentland schools, and C. Fagan, principal Goodland schools. As was considered most practical, every exercise consisted of class work, and nothing was lacking and the week's work proved a telling success. A lecture on Tuesday evening by Dr. Moss, on *The Advantages of the Higher Education*, was of great interest to the hearers. A lecture by Prof. Humke, "The Carey Sisters," was a grand effort. Supt. Hershman, ever at his post, occupied the chair.

HATTIE W. HARRIS, Sec'y.

BARTHOLOMEW COUNTY.—Teachers' institute convened at Columbus on Monday, August 4th. There are one hundred and forty school-rooms in the county, and one hundred and forty teachers were enrolled. Messrs. Kiracofe, Graham, Mickleborough, and Gatch, leading educators of the county, and Dr. Richman, of Columbus, did excellent work. J. M. Olcott, W. A. Bell, and J. Fraise Richard contributed very materially to the success of the institute. State Supt. Holcombe delivered a lecture on Thursday. The main features of the institute were the presentation of the professional character of the teacher's work, and the science of teaching, the last mentioned receiving more attention than heretofore. GEO. SAND.

PUTNAM COUNTY.—The institute was held August 11–16th. The attendance was large, average about 135, and the interest in the work and close attention to it quite creditable. It indicates a determination to do progressive work. The regular instructors were M. Seiler, E. E. Smith, and A. Kate Huron. Lessons were also given by W. A. Bell and J. M. Olcott, and on Friday afternoon by Mrs. Morrison, of Indianapolis, on "Scientific Temperance." Prof. Smith lectured on Thursday evening on "Man—His Duty and Destiny." By the advice and help of Co. Supt. Smedley, steps were taken on Friday for the organization of a County Teachers' Association. The excellent management of the institute and the variety and excellence of the instruction given, speak well for the forethought of Supt. Smedley.

MISCELLANY.

The Indiana State Fair will open in Indianapolis Sept. 29th.

J. M. Strasburg and Lee Ault conducted a normal in Greenfield, It is needless to say that it was well instructed.

WAYNE COUNTY is one of the best organized and one of the best manned counties in the state. J. C. Macpherson was the first Supt. in the state to graduate pupils from the graded schools.

THE WEEKLY'S MISTAKE.—Teachers will notice that the questions in the Journal this month, used the last Saturday in July, are not the ones published by the Weekly. Those in the Journal are the questions used: the Weekly by mistake got hold of the wrong set.

LaGRANGE.—The normal, numbering 75, was a most interesting one. The class in mental science was the largest and most enthusiastic of the school. This indicates an upward tendency. W. H. Payne was engaged to work in the institute. Supt. Machan is putting forth every effort to keep LaGrange in the front rank.

HAMILTON COUNTY, in connection with its institute, which was a good one, held a contest of graduates from the district schools. In

each township a prize is awarded to the graduate that will produce the best graduating exercise. One evening of institute week is then devoted to a contest among these representatives of the various townships. The trustees pay for these prizes, and offer them as a stimulus to greater effort. A. H. Morris is superintendent, and the hidden power.

ORLAND is one of the old educational centres of N. E. Indiana. It is a beautiful village in the midst of a rich country, and is twelve miles from a railroad. A good school of a high grade has been maintained here for years, and its influence for good can hardly be estimated. J. W. Hanan is at present principal of the school, and is making it popular. His summer normal numbered 30 and was well conducted. Mr. Hanan is a State Normalite, and is a wide-awake, energetic teacher.

ANDERSON.—The course of study for the Anderson schools has been revised, and is unique. The entire course is twelve years, with *nine* of them preceding the high school. Unusual emphasis is placed upon the study of English. American and English literature is made a daily study for the entire high school course. Supt. R. I. Hamilton is master of the situation.

The summer normal, conducted by Mr. Hamilton and Co. Supt. Crittenberger, numbered about 80, and was an excellent one. Supt. Crittenberger is making a high standard, and his teachers are coming to it.

CENTRAL NORMAL COLLEGE COMMENCEMENT.—The eighth annual commencement of the Central Normal College of Danville was held during the week beginning July 28th. The exercises began Monday night, with an entertainment of the Aurora Literary Society. The college chapel was well filled with attentive listeners. On Tuesday night occurred the class-day exercises of the Scientific Class. The Alumni meeting was held in the M. E. Church Wednesday night, the address being delivered by Tom Duncan, of Ft. Branch. His theme was "Valhalla," and was treated in his usual happy manner. A banquet and toasts followed. State Supt. Holcombe was present and responded to "Our Private Normals" in such a way as to receive the approval of all present. The graduates of the Teachers' Class occupied the entire day and evening on Thursday, speaking in three sessions, under charge of Miss A. Kate Huron. The 43 orators were listened to by an attentive audience, though the hall was crowded during the evening session to its utmost capacity. The Scientific Class numbered 34 in all, and a corresponding number of orations were delivered on Friday forenoon and afternoon, the class being in charge of Miss CeDora Lieuellen. Friday evening at 8:00 o'clock Prof. John A. Steele appeared with the Classic Class, consisting of

four gentlemen and one lady. Their orations are spoken of as the best ever given from that stage.

After conferring the degrees Prof. Steele stated that with these exercises closed the most successful year of the school, since it had enrolled during the past forty-eight weeks more than one thousand different students, one ninth of whom were from Hendricks county. He also stated that the Fall term would open Sept. 2d with flattering prospects. At the close of his remarks he introduced Barnabas C. Hobbs, who had been in attendance all the day, and he spoke for some minutes concerning the educational advantages of the state. When the latter gentleman was through, Prof. Steele was presented a handsome gold-headed cane, coming from the members of the Faculty as a token of their appreciation of his management during the year. It was a complete surprise, and was enjoyed by both friends and strangers.

PERSONAL.

John N. Myers rules at LaGro.

George Long stands head at Roann.

W. A. Fisk manages at Liberty Mills.

Laura Sutherland is principal at Dora.

D. W. Funderburgt wields the birch at Laketon.

L. O. Dale is principal of the LaFontain schools.

F. C. Stewart is the educational director at Treaty.

H. W. Charles is head of the South Wabash school.

O. A. Reubelt is the new superintendent at Winamac.

E. E. Alexander directs the "young ideas" at Somerset.

R. I. Hamilton will continue in the superintendency at Anderson.

D. E. Hunter will retain his position at Washington for the school year of '84-'85.

H. H. Keep will have charge of the graded school at Pleasant Lake next year.

D. D. Fickle is superintendent of Cass county, and not P. W. Berry, as printed by mistake last month.

J. K. Walts has been superintendent of the Logansport schools for ten years, and still holds the fort.

R. A. Ogg, of New Albany high school, graduated in the regular course at Chautauqua this summer.

Ella Munson will superintend the schools at Mitchell the coming year. This is an item for the "Woman's Journal."

J. W. Stout, formerly superintendent at Tipton, Greenfield, and North Vernon, is now editor of a paper in Noblesville.

J. A. Kibbe will serve as superintendent of the Kendallville schools again next year. This is his fourth school year in that place. So well is he appreciated, that his salary has been increased too.

J. M. Strasburg, late principal of the Greenfield schools, takes a position in the Chicago high school at a salary of \$2150.

Wm. Irelan, a prominent teacher of White county, has been nominated on the republican ticket for treasurer of his county.

C. L. Hottel has been promoted from the high school at Greensburg to the superintendency of the schools at Brownstown.

A. Blunt, late superintendent of the Goshen schools, has entered into business in Goshen, and so will remain in his old home.

C. P. Doney, who gave up the Logansport high school on account of his health, is now engaged in establishing public libraries.

Oscar L. Kelsoe, a graduate of the State Normal, and also of the State University, is elected principal of the Anderson high school.

G. W. A. Luckey is to continue in charge of the Decatur schools. His friends will regret to know that the health of his wife is still delicate.

H. S. McRae and Mrs. McRae will both remain at Marion next year; the former as superintendent, the latter as principal of the high school.

J. L. Rippetoe writes: "Kind Providence permitting, I shall enter upon my sixteenth year of supervision of the Connersville schools September 1st."

Miss Theresa Jones, who has been Supt. Tarbell's clerk for the past two years, has accepted a position in the normal school at Oshkosh, Wisconsin.

J. I. Hopkins, formerly of Clinton county, Ind., will have charge of a graded school at Pescadero, Cal. He says the school regulations there are an improvement over those in Indiana.

Timothy Wilson, ex-superintendent of Henry county, will have charge of a normal school next year, located at Maryville, Tenn. Mr. Wilson will carry with him in his new field of labor the best wishes of his many Hoosier friends.

Thomas Newlin, who resigned the principalship of Spiceland Academy to take a professorship in Haverford College, was recently married to Miss Olive Wilson. All doubt as to any possible failure in the future is now removed.

Walter Wallace, principal of one of the Columbus schools, is engaged in writing a book which will include a short biography of noted men of all times, sketches of a large number of leading Indiana educators and authors, and a few masterpieces. Such a book will be in demand.

W W Parsons, vice-president of the State Normal, was recently offered a salary of \$2000 to take the principalship of the Indianapolis Training School. The Normal School board advanced his salary from \$1600 to \$2000 in order to retain his services. This is a high compliment, and a deserving one.

P. H. Kirsch, a graduate of the advanced course of the State Normal School, has been re-elected superintendent of the Rensselaer schools for his fourth year. Margaret M. Hill, also a normalite, will act as principal of the high school. Of the seven teachers besides the superintendent, six are normalites.

Emma Mont. McRae, principal of the Marion high school, and one of the most popular institute workers in the state, spent five or six weeks of her summer vacation at College Hill, Mass., studying "the art of expression" with Moses True Brown, the noted elocutionist. She declined a thousand dollar position in the Indianapolis high school.

Mary E. Nicholson, who for many years past has been the teacher of History and English Literature in the Indianapolis high school, has been promoted to the principalship of the training school, at a salary of \$1500. Her extensive knowledge of psychology and pedagogics in general, her broad culture, and her devotion to whatever she undertakes, make her success a certainty. Her many friends congratulate her.

H. S. Tarbell, who recently resigned the superintendency of the Indianapolis schools to accept a similar position at Providence, R. I., has assumed the duties of his new position. He left the Indianapolis schools in excellent condition. A host of friends regretted much his departure, and wish him abundant success in his new field of labor. The readers of the *Journal* will hear from him occasionally. Mr. Tarbell's family—wife and two daughters—have just sailed for Europe, to be absent two years.

Lewis H. Jones has been elected superintendent of the Indianapolis schools *vice* H. S. Tarbell, resigned. Mr. Jones is well and favorably known to Indiana teachers. He is a graduate of the advance course in the Oswego Normal School; was later a professor and vice-president of the State Normal School. He was the assistant superintendent of the Indianapolis schools, and for the last eight years has been principal of the training school of that place. As the head of such a school he has, perhaps, no superior in the United States.

As he has always filled well every position assumed, his friends predict for him entire success in his new department of work.

BUSINESS NOTICES.

Do not fail to read the advertisement headed "An Interesting Conversation," on 3d cover page. It is unique.

We call attention to the advertisement of the Dixon Pencil, found bound in this number of the *Journal*. Read it.

Read what is said on another page of the "Teachers' Congress" in the *American Normal* at Logansport, by J. Fraise Richard.

See the advertisement of Cowperthwait & Co. on another page. Their new Supplementary Readers are beautiful and well worth examining.

Island Park, in Sylvan Lake, in the immediate vicinity of Rome City, is one of the most delightful places to visit in Northern Indiana. Spring Beach Hotel, Mr. Triplet, proprietor, furnishes first-class fare at low rates.

Houghton, Mifflin & Co., whose advertisement is found on another page, publish a large list of books of the highest literary merit. Their *Riverside Literature Series* gives the best English Classics at minimum prices. Send for their catalogue.

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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

OCTOBER, 1884.

No. 10.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

X.

JAMES HENRY SMART, LL. D.

✓
THE Old Granite State is famous for her mountains and for the men who have been reared among them. The eternal hills that stand round about the valleys of New Hampshire and the rugged crags that look sternly down have reflected themselves in the character of her people, in their stability and fixedness of purpose. And the ocean, reaching far to dash its surf upon her shore, places her upon the great highway where men and nations exchange the thoughts and the material products of the world.

New Hampshire is proud of her sons. They honor her in every field upon which they have entered. Few are there among them who have attained to greater eminence than the subject of this sketch. It was not the first State in the Union in which his high abilities were shown and to which his services were rendered, but the sixth. It was not the chair of the Governor that he filled, but that of the Superintendent of Public Instruction. But under his administration his Department took its true place next to the Executive in importance, and his State advanced to the front rank and stood abreast of the first and foremost in educational work; and in all the Republic the voice

of Indiana became the voice of a counsellor, and her steps were the steps of a leader.

The pleasant New England village of Center Harbor lies in the region of the lake resorts, upon Lake Winnepesaukee. Here was born on the 30th of June, 1841, JAMES HENRY SMART, the son of a highly respected physician. The life of a New England village boy is familiar to all readers of American literature. If New England is the native home of American authors, New Hampshire is their Mecca. In poetry and prose they have depicted its scenes, and in those scenes are pictured the people who inhabit them. Here was passed the youth of Mr. Smart, and here he acquired his education. His studies embraced a full collegiate course, and his name is found upon the alumnal rolls of Dartmouth. Those studies, however, were not pursued in the halls of the old college, but in the excellent schools of his own village and under the tutorship of the elder Dr. Smart; and in recognizing the thoroughness and completeness of his education the venerable college at Hanover placed his name with that of Caleb Mills among the names of her sons.

At the age of seventeen he commenced teaching in the village schools of the neighborhood. He had not studied in a normal school the science of pedagogics. With some that science—say, rather, that *art*, is intuitive. Who would teach the teachers were this not the case? By the exemplification of its principles he *taught* that art in all his teaching. It is the original men, the practical men, who have laid the foundations of American normal instruction.

In '37 one of the most distinguished of the foes of slavery entered himself into voluntary servitude, and for eleven years toiled fifteen hours a day with the intense application of a master soul. Until '48, when the Old Man Eloquent fell to the floor of the House chamber at the Capitol, and the silver cord was loosed and the golden bowl was broken, Horace Mann continued his unremitting labor in the interests of a better education. Immense conventions of teachers were conducted. Hundreds of lectures were delivered in many cities. Every mail ship bore to him letters from over the sea, with tidings of the schools in for-

eign lands. The mail boy staggered under the load of letters that came to his office from every part of America. Facts were classified, analyzed and assimilated, and the science of teaching was builded upon an enduring basis. Yet we do not owe that science all to the nations of Europe. The light which shone over the Atlantic met the light of the Occident returning. America contributed her wealth of thought and experience to the educational summary of the world. And when in '48 Horace Mann exchanged the title of Master Teacher for the mantle of Quincy Adams, it must have been his grateful reflection that if America had received, so had she bountifully given.

Such were the days in which Mr. Smart's youth was passed, and such was the American origin of the science to which he has largely contributed.

Early in '63, at the age of twenty-one, Mr. Smart removed to the West, and accepted a responsible position in the public schools of Toledo, where he was re-engaged for the two years next succeeding. In '64 there was dropped from the press a class-book containing ideas. It was a little book on physical exercise. This small and unpretentious work became famous in a day. In a hundred cities turners were soon engaged in shaping upon their lathes dumb-bells for calisthenic exercises. Classes were everywhere formed. In many schools music was made an accompaniment to the gymnastical drill. The book was the work of a boy in his twenties. While not a great work, it prepared the public for the consideration of scientific ventilation and other sanitary measures concerning schools, as well as of needful exercise for pupils.

In '65 there was a vacancy in the superintendency of the city schools of Fort Wayne. This city, the third in size in the State, is one of the oldest settlements in Indiana. Kekionga, its ancient site, was doubtless a well-known town of the aborigines before Columbus landed on the Isle of the Holy Saviour. In King George's War, the French and Indian War, the desultory contest of the pioneers with the natives, and the War of 1812, it had borne a part. Four forts had risen successively on the bank where the rivers meet. The last had given its name to the city

which grew up about it. A noble city it is that perpetuates the name of "Mad Anthony." The provisions for the education of the school population are extensive and adequate. And such a school population! Did ever a city of its size before have so many children? Where do they all come from? No matter as to that—they are there, and they are well trained and educated. If the Pied Piper of Hameln were to come back from his long sleep and pipe his pipe about Mad Anthony's old fort, he would be followed by a larger crowd of boys and girls than ever he saw before.

The eminent educator Dr. Irwin favored the appointment of the young principal of Toledo to the vacant superintendency. The selection of a man who had but just completed his twenty-fourth year to so responsible a position was almost unparalleled. But the selection was made, and the schools of the city entered upon a career of prosperity before unknown. Mr. Smart became *ex-officio* a member of the State Board of Education—which position he has held with but a slight interruption to the present time. My limitations as to space forbid me to speak at length of the decade of Mr. Smart's school administration at Fort Wayne. He was early recognized as one of the first of the educational men of Indiana, and his reputation has grown with each succeeding year.

In '74 Mr. Smart was elected Superintendent of Public Instruction, and entered upon his new duties in the following year. The second Governor Hendricks, matchless orator and true patriot, sat in the executive chair. John E. Neff, the brilliant young lawyer, whose years were not yet the half of three score, was the Secretary of State. It was an era in Indiana's history marked by prosperity and material progress, and able administration of the government.

Supt. Smart's influence was immediately felt in every part of the school system. He issued numerous circulars of information to school officers, explanatory of their duties, and met squarely every question presented on any point. He labored to raise the standard of qualifications of instructors. He jealously guarded the integrity of the school fund and the expenditure of the reve-

nues. His first report was issued in '76. It contained a masterly review of the whole system, and discussed in a perspicuous and practical way the questions of the hour.

The Centennial year was a period which will be memorable for ages to come. Millions made their pilgrimage to the Quaker City to view the hall where Jefferson had declared that all men are created equal and are endowed by the Creator with certain inalienable rights—and where in our own time Lincoln had said of this principle, "I would rather be assassinated on this spot than surrender it." The United States invited the nations of the earth to unite with them in exhibiting the conquests of peace. Without profaning the sacred words might they have said, "Walk about Zion and go round about her. Tell the towers thereof. Mark ye well her bulwarks. Consider her palaces. That ye may tell it to the generations following." The strongest bulwark of free institutions is popular education. Through the indefatigable zeal of Supt. Smart, the Indiana educational exhibit was made a representative one. It would be difficult to depict the astonishment of foreign nations and of sister States, most of which had looked askance at the Hoosier commonwealth. Facts spoke more eloquently than theories. Those who came to say that Pestalozzi would yet come to build his kingdom between the Lake Michigan and the Ohio remained to say, "He is come."

In accordance with the unwritten law of his party, Supt. Smart was renominated in '76 and in '78, and he was more fortunate than any of his predecessors in being elected for the three successive terms.

In '78 the Republic of France determined to prove to the world that she had recovered from the humiliation of her defeat in arms, and was again the France of old, a leader in the world of arts and sciences. The Gray Old Man did not live to witness the exposition, but died on the 5th of September of the preceding year. Marshal Mac Mahon, Duke of Magenta and President of France, opened the great World's Fair. Supt. Smart forwarded thither an exhibit of the Indiana school system, and received the award of the grand gold medal diploma. The Cen-

ennial diploma and that of '78 are framed and hang in the rooms of the Department.

During all the years of Supt. Smart's administrations he was called upon to deliver many public addresses. In the later years these calls might have reminded one of the days of Horace Mann. In distant States he spoke to immense audiences and wielded an influence difficult to estimate.

At the annual convention of the Department of Superintendence of the National Educational Association in '80, he was appointed chairman of a committee to outline an ideal State school system. He drew up the report personally, and it was enthusiastically adopted. The school system of Indiana more nearly approaches that ideal system than does that of any other State.

The report of '80 was called by the Superintendent his last report, and resembles a farewell address. In it every part of our school system is compared with the ideal system. Defects are pointed out and excellences are shown.

In a sketch of this kind it is impossible to give more than a tithe of the work of Dr. Smart. Much of it was of a nature not susceptible of being described. His greatest services were rendered through his influence over men. To secure support for needed legislation, to thwart an unreasoning popular impulse directed against that which should not be disturbed, to awaken enthusiasm, to repress impatience or prejudice—all this is a work which it is given to but few to accomplish. And they must know men and be sensible of opportunities. The power which they wield is as inexplicable as the hidden springs of human motive.

Purdue University is one of the most liberally appointed industrial institutions in the American Union. The limits of its scope are somewhat vague. The polytechnics of Europe are not of important service as guides for American industrial education, and the precedents to be found on this side of the Atlantic are neither numerous nor very satisfactory. To Purdue is committed the task of working out an unsolved problem. The man for the hour is in the chair. The President of Purdue is a young man.

From his unsilvered hair and his energy of habit, none would suppose him to have been for twenty years a central figure in the educational field in Indiana, and for a decade a recognized leader in the educational councils of America. The burdened, care-worn look so characteristic of practical educators never shadows his face. The end of this sketch will be but the commencement of another, to be written, it is to be hoped, in the long future, and to fulfill the promise of his early-life work. Since retiring from the Department Dr. Smart has been brought continually before the people. In '81 was published his educational book of "Commentaries on the School Law of Indiana." In '83 he was called to the position which he now fills.

The present year has been characterized by an extraordinary educational enterprise, in which all the States of the Republic were participants. The National Educational Association had decided in the previous year to conduct an inter-State Exposition in connection with its annual meeting of '84. Madison, the City of the Lakes, was chosen for the assembly. The legislative halls of Wisconsin were cordially offered for the use of the teachers of America in their notable enterprise. Dr. Smart was chosen Director of this exhibition. From the Lakes and the Dalles the teachers have but just returned to the duties of the coming year. Everywhere is told the story of the days at Madison. The memories of gray rocks and rushing waters and cool retreats from summer heat are but a part of the recollections of the exhibition. The triumphs of education in every State and Territory in our broad domain, the appeals for a better education of the head, the heart and the hand, the words of encouragement and cheer which were exchanged between the North and the South, the East and the West, the words spoken face to face by those who had been heard by the multitude of teachers only through their pens and seen only in the handiwork of limners and engravers,—all these make up the recollections of the summer days at Madison. And the wreath of success which belongs to the brow of him whose work it was to direct and to secure the results is but another added to those already won.

THE NINTH BRANCH IN THE COMMON SCHOOL COURSE: HOW SHALL IT BE TAUGHT?

FLORENCE CARPENTER.

A SOLITARY wanderer was slowly pacing along the Malabar coast of British India. His mind was engrossed with the absorbing topic, "How can my work best be done?" The waves beat themselves unnoticed into surf upon the sand. All was quiet save the monotonous hum of the busy waves and the disturbed faculties of the weary wanderer's mind.

He turned a projecting corner of rock and instantly the chimeras faded from his brain; the cloud from his brow. There in native simplicity was the solution of all his trouble. A Malabar school was writing upon the sand.

Dr. Andrew Bell left that coast filled with the enthusiastic idea of the "Monitorial System," which through the efforts of Bell and Lancaster gave such great impetus to education throughout Europe and the United States.

The mind of the true teacher is always striving for some better way in which he may assist his pupils in the acquisition of mental and moral attainments.

We as a body of educators in the common schools of the State of Indiana have spent years in studying the methods of imparting knowledge, and even yet we are at a great loss to know whether it is better to adopt the Socratic, deductive or inductive methods, follow Pestalozzi, combine some of these, or invent an entirely new plan.

Our time in educational meetings has usually been given to the discussion of the eight common school branches, to the serious neglect and sometimes utter forgetfulness of the ninth, and most important one.

The Legislature of our State of Indiana has decreed that nine branches shall be taught in the common schools of the State, namely: Reading, Writing, Orthography, Arithmetic, Physiology, Grammar, Geography, History of the United States, and Good Behavior.

"Good Behavior," then, is the Ninth branch in our Common School Course. How can it best be taught?

First, by awakening the child's individuality, which is the distinction of character produced by mental or moral peculiarities. Goethe considered it one of the most important elements of character, and said that its preservation and development should be the sole end of a true education. It is really the pioneer to progress. The weak mind naturally turns to the stronger for help and guidance, hence a school can not be thoroughly instructed in any branch, much less the one which forms the foundation of all success in school work, unless the teacher is capable of bringing out this faculty.

Too often do we find in our vast Commonwealth, schools in which good behavior is brought about through fear of promised punishment rather than from any knowledge of what is morally right or wrong. We would hear, were we to inquire, that the teachers of these same schools consider it the duty of the church to train the morals of the children. They have enough to attend to in preserving order and hearing the other recitations. Oh! that these teachers would either leave the profession or be rudely awakened to the fact that they are molding the characters of our future citizens. I maintain that no school can be successfully or even tolerably well taught that has not for its foundation good behavior.

In the second place the children must be taught that perfect obedience is expected and required of them. I would not step before a school and say in commanding tones, "I expect to be obeyed implicitly in everything." Far from it. Such a step would utterly eradicate the good impression I may have been fortunate enough to make previously, while an acute observer may see signs of rebellion and stubbornness in the faces of pupils who started to school with good intentions a short half hour before. The children are close observers and order may be obtained without any apparent effort simply by a quiet, firm demeanor. It is the little acts of life that are noticed more than the great deeds. A look of astonishment or slight displeasure will convey volumes of rebuke where harsh words would only call forth antagonism.

Morals can be taught largely by example. It has been well

said by Dr. White, "That there should be above every school-room door as though written in letters of living light, 'No man or woman should enter here whose life and character are not fit models for every child to imitate.'" Were this rule carried into effect, we would have less cause to worry over the teaching of morals.

Morality consists in practice and not in theory. The child, to become moral must acquire correct habits. It is not sufficient that we drill them in doctrines of morality and virtue as compared with the evils of vice. The will must be brought into submission. The child must do right, not because it has become a mechanical duty to conform to rules, but there should be a decided preference on the side of right action.

The law of good behavior (including politeness) is the duty of making one's self agreeable. No one has a moral right to make himself disagreeable to others. He who does this is partly punishable by the unwritten laws of society. The school is a society, and our actions there should be just as graceful and polite, our voices just as low and sweet toned as when in the parlor at home entertaining guests.

A few quiet remarks from the teacher, checking a wild impulse in one case, encouraging a timid nature in another, and an ordinary school will soon be in perfect peace and harmony. Of course there are cases which will require stronger measures than those mentioned. There is no rose without a thorn, no sweet without the accompanying bitter, and I suppose there is no community without its outlaw. When these extreme cases arise, when kind measures have failed, I should let them feel there is a "power behind the throne," and they *must* wheel into action.

One may make himself disagreeable to others in several ways.

1. By rude behavior, as loud conversation, boisterous laughter, uncouth postures.
2. By oddities, or improprieties of dress.
3. By offensive habits.
4. By profanity.
5. By untidiness or uncleanness.

These points should be brought before the minds of the children gradually and carefully, so that they may not know that you have been teaching them morals, but rather

let them think you are only talking to them about subjects with which they are acquainted. It is a good idea to allow the children to do a great portion of the talking in giving the morning lesson.

Pardon the digression, but I wish to state that this is one of the best means for preventing tardiness that I have ever used, and as punctuality comes under "good behavior" this is one point gained. "John" goes home and with pardonable pride says, "Mother, I must go to school early in the morning, I am to give part of the opening exercises." All of his intimate friends want to be there in time to see if he succeeds nicely. It may be only an answer to some question, or a short quotation from the Bible, but it will leave its impress deeply on the mind of the child and will bear fruit "after many days."

The essence of good behavior is goodness, kindness, and benevolence. These points may be very forcibly impressed on the mind through the medium of the powers of song. The influence of music as a means of moral culture can no longer be questioned. No school program is complete without a portion of the time being given to music. The power of song can not be overestimated. I really believe "We can sing more morals into a boy than we can preach into him." If we could only know the songs of a nation we could reproduce their history. Music springs from the inmost sentiments of the soul. Pure music will call forth pure emotion, and this necessarily gives rise to pure thought and action. In fact it unites and makes us all one in spirit.

Manners are usually the exponents of character, and in turn they act on character, and these have an educating influence.

Good manners have a high money value. 1. As they create a favorable impression. 2. As they attract notice to one's business. 3. As they make one popular. We will not trade with a clerk who is not polite; we will patronize a hotel where we are treated with courtesy; we prefer a physician or lawyer who makes himself agreeable.

In the school-room we must insist on certain simple forms: as, uncovering the head on entering; respectful salutations and proper answers.

In our moral lessons we should teach the children to discriminate between good and bad manners, using as a criterion the law of good behavior.

Let us rally to our work! What though the burden is heavier on our shoulders for a time, it will lighten when the seed we have sown bears fruit. We may not see the harvest, but we can rest in the full assurance of being long remembered by what we have done. Our reward will be in the consciousness of having given our best efforts to make the schools more noble, many homes happier, and our country a better republic, by guiding the children placed under our care in paths of rectitude and honor, giving them strength of character as well as intellectual strength.

Thousands of these poor children never enter the church, hence the moral training can not be committed to its care. Many homes are filled with drunkenness and vice; morals will not be taught there. Where, then, must they be taught? The answer comes in teachers' voices as the roll of the trumpet from the Atlantic to the Pacific, from the Gulf to the Great Lakes—"IN THE COMMON SCHOOLS OF OUR COUNTRY."

WABASH, IND.

THE COMPOSITION CLASS.

ESSE C. BISSELL.

THE sources of information upon any subject given in composition work are the child's present knowledge of it, the facts he may learn in talking with others about it, and the information he may gain from books. Too often this last source of information is the only one from which the child draws in writing his composition. The first question after the assigning of a subject usually is, "Where can I find something about the subject?" To avoid this the first source of information should be exhausted in the class; the second source will be drawn upon in the remarks of the pupils and of the teacher during the recitation hour; the third source should be consulted during the study hour, and, with the final arrangement and writing of the exercise, should constitute the work which the pupil does outside of the class hour.

Many teachers think that by talking the subjects over in class they do all the work, that the pupils do not think for themselves, and that there will be no originality in the productions. This is a mistaken idea, and one which they will throw aside after a fair trial of "talking over the subject in class."

In an article on this subject of Composition, in the August number of the Journal, we said common phenomena and the occurrences of daily life should first tempt the pupil's pen. Let us suppose the teacher has written upon the blackboard the words, "The Rainbow." This surely is a common phenomenon. Keeping in mind the first source of information, he will call upon members of the class for facts about the rainbow. The pupils will be able to tell him its shape, size, color, where seen, when seen, how long visible, the Biblical account of the first one seen, and its significance. Probably not one can tell the cause of the beautiful bow,—that must be learned from the teacher as the second source of information, or from books, the third source.

When the pupils have exhausted their knowledge of the subject, and the teacher has told them all he thinks necessary, or has referred them to books within their reach, each may be asked to write down upon tablet or slate the various heads of the subject mentioned in class. The best arrangement of these heads is placed upon the board and each pupil in writing follows that outline. Children are always pleased with anecdotes or examples in compositions, and to a certain extent they are desirable. An interesting conclusion to the subject, "Rainbow," would be the legend of the bag of gold at the end of the rainbow.

The following is an outline of this subject by a girl of thirteen, after two recitations as detailed above :

- The Rainbow. *a.* Its shape.
 b. Its size.
 c. Its color.
 d. Where, when, and how long seen.
 e. Cause.
 f. The secondary bow.
 g. The significance of first one seen.
 h. The story of the bag of gold.

After several months drill upon similar subjects, the class will

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be able to analyze abstract subjects very readily. Suppose the subject "Politeness" be given the class. Question them about the subject, and let them embody their idea of it in a clear, concise definition. Never let them go to the dictionary for the definition until they have made an honest, earnest effort to form one and have failed to give an intelligent idea. In general, any pupil who is not able to form an intelligent definition of an abstract subject given him, is not able to write upon the subject. Adroit questioning on the part of the teacher will bring to the pupil's mind the origin, effects and advantages of politeness. Quotations, such as "Manners make the man," "Politeness is benevolence in small things," "Manners are minor morals," could be written upon the board for the use of the class, and the recitation might close with examples, such as Chesterfield, and anecdotes of Lundy Foote, the millionaire, Sir Walter Raleigh, the Queen's favorite, or Sir Philip Sidney, the hero of Zutphen, given by the teacher.

The following outline is taken verbatim, and is the work of a lad of fourteen years:

Politeness. *a.* Definition.

b. Origin. { 1. A kind heart.
2. Desire to please others.

c. Effects. { 1. Wins regard and friendship of
2. Makes us happier. [others.
3. Keeps our self-respect.

d. Worldly Advantages. { 1. Attracts custom to merchants.
2. A polite boy will get a place in a store much sooner than a rude boy.
3. Enables one to go in cultured society.

e. Anecdotes and quotations.

Teachers should require care and neatness in the preparation of outlines. Not all subjects outlined need be presented in a finished composition; ask pupils to outline two or three subjects and select one of them to write out at length. Topics should constitute paragraphs, and by following this simple direction paragraphing is understood and made easy for the pupil.

In a future paper we may discuss criticism in the composition class.

SOUTH BEND, IND.

TEACHING PRIMARY WRITING.

THOMAS BAGOT.

I KNOW it is generally very hard gleaning in a field where Prof. Geo. P. Brown, of the State Normal School, has been with his sickle, but in going over the methods used in teaching primary writing in his article, "When Begin Script in Primary Schools," in September number of the Journal, and in advocating the teaching of the printed forms of words before their script forms—I feel that he has mistaken the cockle for the wheat, and left all that is valuable untouched in the field.

So far as I know, the principal methods of teaching primary writing in use at the present time are as follows :

1. The method of printing, which consists in copying the printed words from the readers, charts, etc.
2. The script method, consisting in writing the script forms of these words, or other words.
3. A combination of these two methods, in which both the printed and written forms are taught.

Each of these methods is open to a very strong objection, viz : That the pupil begins too far along in the work he is undertaking, and omits the elementary principles upon which the work is based.

In addition to this objection, it may be urged against the first that the pupil is devoting his time to something which at best can be of very little practical benefit to him, while against the third the objection lies that he is attempting entirely too much, and that a great part of his work is outside of the line he needs to pursue.

If writing were not an end in itself, but merely an aid to reading, as map drawing is to geography, then there would be plausible grounds upon which to assert that the method of printing is the proper one to use. As it is an end in itself, however, I can not believe that, because the pupil is passing over certain printed forms in his reading lessons, these forms should constitute the line of work for him to pursue in writing, even though they be among "the forms which the associations of the children most

aid to impress." That some benefit may be derived from copying these forms, as also from drawing pictures of the other objects with which the pupil is surrounded, I am free to admit, but, at best, work of this kind can contribute to writing only in an indirect way.

To a beginner, all written, printed, or drawn forms, except pictures of the objects with which he is familiar, are meaningless, and in teaching him to execute these forms, it seems to me, the question, whether he should begin with the simple or the more complex, is a pertinent one, and easily answered.

The main object to be attained in teaching writing is good movement, and the object next in importance is the ability to utilize this movement in the formation of the characters by means of which the pupil is to render his thought intelligible through the sense of sight. There is no necessity for grasping words as wholes at first, as in learning to read. In reading it is easier for the pupil to begin with the word as a form, and connect this form with the idea represented by it, than to begin with the arbitrary signs of which the word is composed, because he is unable to perceive any relation between these signs and the idea. The case is different in writing, however, for the pupil has then to learn to write the forms himself, and it is not absolutely necessary—in fact, not necessary at all—that he should know the ideas (if any) represented by the forms upon which he works. In this case, it seems perfectly plain to me that the forms should not be attempted until the principles contained in them are mastered separately and in various combinations.

The experience of several years in superintending one hundred and twenty schools, each of which, with very few exceptions, contains the First Year grade, has confirmed me in the opinion that the proper method of teaching primary writing is not the method of printing, the script method in common use, or the combination of the two, but a modification of the script method, beginning with the first principle and proceeding from this as a basis, bringing in one new thing at a time, until it includes all the principles and important combinations of principles as they occur in letters and words; movement exercises receiving the proper amount of attention throughout the course.

The method may be presented so as to include all the lower-case letters and a sufficient number of illustrative words, in about thirty-five graded copies, and every stone in the foundation thus laid will contribute its share to the support of the superstructure. I believe that the theory upon which this method is based *is* determined by the fundamental principles of educational science, and is *not* dependent upon the accidents. It is systematic and progressive, and seems to me to accord exactly with the laws of mental and muscular training.

The mere recognition of the idea in the word upon which the pupil is at work, is hardly worth considering an incentive to writing. A desire to excel is a strong incentive, and if to this the teacher add the other incentives at his command, he will have no trouble in making the exercise in writing one of the most interesting in his school.

Professor Brown says many excellent things in his article, as he does in every article he writes, and it is only that part of it recommending the teaching of the printed forms of words as an exercise in writing against which I wish to enter my protest.

NEW MARION, IND.

MENTAL POWER.—The most practical result of school education is not knowledge, but *mental power*. A knowledge of the facts which relate to a given calling, is very important, but better than this is that intellectual power—acumen, grasp, poise, inspiration—that can change the dead facts of knowledge into the living reality of human action. Knowledge, to be of practical value for guidance, must be applied by an intelligent mind. Thought is the lucky winner of success in all the labor and conflict of life. I have often said that if my memory were a tablet, and, with a sponge, I should erase every fact that I learned in school and college I should not be very poor, but were I to lose the intellectual power gained by the mastery of these facts (so many of which have been forgotten) *I should be poor indeed*. The physical sciences are properly regarded as practical studies, but the most practical result of their study in school is not a knowledge of their facts, but the power and habit of scientific thought and investigation, secured by their mastery. The scientific facts and principles which a common artisan will ever consciously use in his trade can be printed on the fly-leaf of a text-book in science, but he will find the power of scientific thought of daily application and utility.—*E. E. White.*

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

THE SCIENCE OF TEACHING.

IN a former number we defined an Art as being the *process* by which some result was accomplished; and a *Science* as being the principles and their laws that determine this process. A *knowledge of the Art* is a knowledge of this process. A *practice of the Art* is the actual doing, or following out of this process.

In any attempt to formulate a Science of teaching it is important first to discover the principle that lies at the foundation of the Art, and second, to discover the laws of the activity of that principle that determine the various steps of the process.

Let it be remembered that there can be no actual separation of the Science from the Art. To consider the *laws* of the activity of a principle apart from the *actual activity* is possible *in thought*, but they are not thus separated in *fact*. It would be as impossible for a science to exist that had no corresponding art, as for an art to exist that had no corresponding science. In short, science and art are but different phases or aspects of one and the same thing.

What is the principle active in determining the laws and processes of education?

Let us name this principle *growth*. Growth is one form of the activity of the absolute or first principle of all things. For convenience, each distinct form or phase of this activity is called a principle, though it is in reality but another form of activity of one and the same principle or energy that makes and rules the universe.

There are two great facts that bound, as it were, the activity of this principle of growth considered in reference to the education of a human being.

One of these is the fact that the child comes into the world a mere animal, but possessing the possibilities of infinite development. The other is, that through training, or the right activity of this principle of growth, he may be transformed from a mere animal into the noblest type of manhood or womanhood.

These might be termed the initial and terminal facts of the science of education.

To discover the laws of this principle of growth, and to determine the conditions most favorable to the successful activity of it, will be to discover the *science of education*.

To discover the steps to be taken by which the favorable conditions of growth can be secured and all obstructions removed, is to discover the *art of educating*.

To take these steps in the actual process of instructing and training a human being, is to *practice* the art of education.

There are, therefore, two kinds or grades of knowledge which one may have of teaching. He may know it as an art merely.

That is, he may know the steps to be taken to supply the conditions for mental growth and for removing the obstructions in the way. This is knowing the *how* of teaching. It can be learned by watching others and observing *how* they do, or by experimenting, and thus by repeated trial and frequent failure learning what is the best way to do.

It is possible after long practice, by learning one step of the process at a time, to gain, eventually, a knowledge of so many of the steps to be taken and in what order, that one may be said to have a sort of knowledge of the art of teaching. But it is hardly worthy to be called an art until he sees it as a whole, and can trace in his imagination each step from the first unto the last, in the process of educating a child. The order of these steps makes the method of teaching.

Let me stop here long enough to distinguish between the method to be followed in teaching a child and the *way* in which a step in the method may be taken.

The *method* is the series of steps in the process of educating a child. There can be but one correct method, for there can be but one series of steps that shall conform to the laws of the growth of a human being. But each of these steps may be taken in a variety of ways. To carry on the figure of a step in walking for illustration,—one person may step high, another may have a dragging, heavy step, another a gliding step; one may step quickly and another slowly; one may have an ambling step, while another steps directly forward without useless motion and waste of

energy. But each one takes the same step. So in teaching, each one must take the same step, if he knows his art, but one may take it in a very different way from another. It is sufficient, perhaps, to say that each one should step in the way most natural and easy for him; seeking always to improve upon nature, provided his natural gait causes too great a waste of energy.

Returning now to our theme, let us consider how few teachers have any full and perfect conception of teaching even as an art. They have never constructed a picture of the entire process, making a proper adjustment of each step. But, on the contrary, they see only the one thing they are attempting to do now. Tomorrow they will do something else, but whether it is the next step in the process they have not considered, and, probably, could not decide if they had. To practice teaching in this way does not raise the vocation to the dignity even of a trade. The poorest artizan does not work so much at random.

The other kind or grade of knowledge which one may possess of teaching is a knowledge of the laws of mental growth and of the conditions favorable to the best development of the powers and capacities of the mind. Having made a thorough study of mind he is able to determine the method by which its proper education can be effected, and being a master of the different branches of knowledge, he is able to determine and supply the conditions favorable to the most rapid growth of the mind in each stage of its development. He views the art of education from the standpoint of a knowledge of its science. He does not need to learn the *how* of teaching by observing some one else, nor by *experimental* practice. He determines the *how* from his knowledge of the *why*, and his practice merely gives him facility in the application of the rules of his art, which he has discovered from the study of its science and its art.

G. P. B.

“PRINCIPLE,” “LAW,” “FACT.”

THE three terms “Principle,” “Law,” and “Fact” are of frequent use in all scientific discussions in every realm of scientific inquiry. They occur frequently in books and other writings

on the science of pedagogy. There is a confused idea of their meaning in the minds of most readers, and of not a few writers,—if we may judge from the loose use they make of them.

A Fact is something done. The root-meaning of the word tells us this. It is the product, the result of the action of something.

A Law is merely the order or method of the action of this something.

That energy which embodies itself in the fact,—in the fact gives expression to itself,—is the something, and is called a Principle. We are helped to this meaning by the etymology of the word principle.

(The *primus caput* or *chief head* of anything is its source or origin; the substance or energy that produces it; its principle.)

The bridge over the Mississippi River at St. Louis is a *fact*. A study of this fact reveals the *law* or *method* of its construction. The engineering power of Captain Eades, who constructed this bridge in his imagination before the builders had laid the first stone of its foundations, was the origin, or source, or principle of this bridge.

This is evidently one meaning of the word principle:—the principle of the being or existence of a thing;—*principium essendi*, (a principle of being).

There is another meaning of the word which makes a principle to be a truth so comprehensive and fundamental that it may serve as a starting point or datum of a train of ideas or thoughts that have a logical dependence upon it. Such principles are regulative rather than operative: they are called principles of knowing; *principium cognoscendi*.

For example:—Air has weight and elasticity. This is a principle which would serve as a starting point for the theory of the barometer and would regulate all processes of thinking about it. This principle, so-called, is itself a fact, but so large and comprehensive as to afford the logical ground for a number of other subordinate facts. It is not related to these facts as their cause or origin, but is their logical antecedent. It is the reason for believing in their existence. Because it is, they must be. Any fact may by this definition be the principle of another group of

facts, and thus all radical difference between fact and principle ceases. The St. Louis bridge is a fact which in its turn becomes the principle or reason or logical ground for a group of other facts dependent upon it.

Reflection reveals that an operative principle or a principle of being may be the ground of a principle of knowing,—in fact, must be,—and, therefore, all principles of knowing, or regulative principles, must have their origin in principles of being, or originative principles. By operative principles, which are forms of energy, all regulative principles are produced. The real "*primum caput*, (chief head) or *principle*, then, is an energy which by its action brings a *fact* into existence; and the order or mode according to which that energy acts is its *law*. The two principles of attraction and repulsion, the one between the earth and the air, and the other between the particles of air, produces the two facts of the gravity and the elasticity of the air, and these properties of air make possible the barometer, which is another fact. Every fact must have its principle. Every group of kindred facts must find their origin in a principle. When I have discovered the laws of the activity of a principle, and have arranged its facts in their proper relations of co-ordination and subordination, according to these laws, I have discovered the science of the field of activity of this principle. That is, I can trace the activity of the principle, acting in accordance with the law of its being, in the facts that I observe, and from my knowledge of these laws and facts I can infer what other facts must be, that I have not observed.

A science is simple when but a single principle is active. That science is complex in which more than one principle is involved. The science of teaching is very complex, and, therefore, difficult to discover and formulate. G. P. B.

THE THEORY OF METHODS IN READING.

UNDER *means of making the work interesting* in reading, it was said that there are three general ways—illustration, conversational exercises, and reading to pupils. Of these, the first two

were briefly considered in the last article, and the third—reading to pupils—claims attention in this number.

Reading to children is employed to confessedly great advantage in the family, and it is somewhat strange that it is neglected to so great an extent in many schools. Reading to pupils has, clearly, two advantages:—

First, it furnishes a strong stimulus to the pupils to learn to read for themselves; and this is peculiar to it in distinction from telling the same thing to the pupils in the teacher's own words. The teacher should read to the school; interest them in what he reads by clustering pleasant associations round the book; and lead the children to see that he gains a large part of his knowledge from books.

If the children are thus frequently shown both directly and indirectly the pleasures of reading for themselves, an incentive to master the formal, hard, dry side of reading will naturally arise in the mind, because of the desire to take possession of the beauty and enchantment which the form has within it, forever locked away and hidden from all not possessed of the key—power to read.

The second advantage of reading to pupils is the culture that it brings to the imaginative, moral, and æsthetic natures, to which it should be addressed.

Direct address, or the telling of stories to the children may, it is true, accomplish the same end; but even if all teachers possessed the grace and charm of narration that is found in the works of Irving, Prescott, Dickens, Miss Alcott, and like writers, which is not the case, their power would be greatly extended by the use of books. These present a large range of beautiful ideas clothed in elegant and graceful drapery, giving them a permanent existence to which the child may be led again and again, each time with renewed pleasure; for the child delights in an old story, because all his surroundings are new to him, and he seeks repose from novelty in familiarity, just as when the world grows old to the mature, they seek a change from monotony in novelty.

Reading to children, in addition to interesting them, tends, if

rightly conducted, to confer that which is one great aim of education—the power of close and self-sustaining attention.

The books from which to read belong to two classes—those whose subject-matter is real, and those in which it is imaginative. Of the former, many incidents of biography and history may be employed, but not to so great a degree as might at first be supposed, because they do not, in a large measure, present the quiet and unobtrusive virtues, but are, in many cases, connected with wrong, oppression, and punishment.

In addition to this, the most of biographies and histories are written for adults, and need much modification in order that they may be available for primary work.

The second class of books—the imaginative—has, to a great extent, been sent into exile by the utilitarian spirit, which prevails to a harmful degree in the public schools. Almost all of the old nursery and fairy tales have been banished by this spirit, but they should be recalled and used again, being fitted for all children in all times. They are much superior in respect of healthy influence, to many that have superseded them. They develop the imagination, amuse and interest, and are, at the same time educating, since they have, especially the fairy tales, a distinct moral influence, separating the good from the bad by an impassable gulf. The spirit which would make the public school a mere drill-ground on which to prepare the child to earn his daily bread, would exclude all these primary imaginative tales from the realm of educative influences, and from the schools, disregarding the fact that the æsthetic faculty is one of the earliest to unfold in the mind of the child.

The æsthetic nature is regarded by Herbert Spencer as the mere ornament of life—the “effervescence of civilization,” the culture of which may be deferred to some distant day of idle leisure in a future golden age, in order meantime to press forward the studies necessary for the preservation and maintenance of material existence. “When,” says that distinguished thinker, “the forces of Nature have been fully conquered to man’s use, when the means of production have been brought to perfection, when labor has been economized to the highest degree, when

education has been so systematized that a preparation for the more essential activities may be made with comparative rapidity, and when, consequently, there is a great increase of spare time, then will the Beautiful, both in Art and Nature, rightly fill a large space in the minds of all."

The scheme of education as given by Alexander Bain would also exclude this important means of arousing interest from the schools and relegate it to the family. He regards early imaginative literature as only "a means for indulging the emotions,—an ingredient in the satisfaction of life," going on to state—"In addition to our enjoyment gained from realities, we crave for the contribution to our enjoyment which comes from ideality. Now Ideality is a different thing in different ages,—fairy tales and extravaganzas for the young; the poetry of Milton for the old. There is nothing educative in the first instance; we are not aiming at instruction, but drinking in emotion. The gratifying of children with the literature of the imagination is a matter for the parent, as much as giving them country walks or holiday treats."

Both of these eminent educators seem to ignore to too great a degree the fact that the æsthetic faculty is one of the earliest to unfold, and that therefore primary imaginative literature becomes educative; and also that it is one of the great means of interest in the formal or primary side of reading, in that it opens enchanted ground and wonder-land in connection with that subject.

If it were possible to separate education from interest, and to contract it into a training which had for its first object the obtaining of the means for improved material existence, it might well be asked whether the race so trained would be likely to have any large space of mind left to be filled by beauty in the idle years, after nature had been forced to contribute all she could to man's material prosperity.

A school training separated from interest and æsthetics, through the early formative years would tend to lead those who come under its influence to say at last,—

"Little we see in Nature 'that is ours,
We have given our hearts away, a sordid boon.
This sea, that bares her bosom to the moon,
The winds, that will be howling at all hours,
And are up-gathered now like sleeping flowers,
For this, for everything we are out of tune;
It moves us not."

Some of the books that are considered suitable are:—

Jane Austin's novels, (realistic.)

Anderson's Fairy Tales.

Æsop's Fables. Robinson Crusoe.

Little Folks in Fur and Feathers.

Near Home and Far Off.

Extracts from such writers as Miss Edgworth, Mrs. Barbauld, Miss Alcott, "Peter Parley," "Sophie May," "H. H." and others.

Such periodicals as St. Nicholas, Youth's Companion, Harper's Young Folks, The Wide-Awake, The Century, Harper's Magazine and Weekly (judiciously used), The Nursery, Our Little Men and Women, and others.

HOWARD SANDISON.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Supt. Indianapolis Schools.]

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PRIMARY GEOGRAPHY.

AS soon as the "directions" have been well mastered by pupils, the true character and purpose of a map should be developed: First, in order that pupils shall make proper use of the map in finding the location and direction of unfamiliar places, they must be made to understand the artificial agreement by which the top of the map shall always represent the north, the bottom, south, etc. This arrangement is, of course, entirely arbitrary; but the custom is well established, and is likely to remain as now. In such cases, when there are no strong, logical reasons that can be used to explain the particular choice that has been made, it is yet possible to make the choice *seem reasonable*, so that the fact shall become a part of one's being rather than remain a bare fact of the memory, liable to be lost at any time.

The following plan will assist to make a map seem a true representation, and the application of the terms north, east, south, and west in the customary way to them, seem reasonable and appropriate.

Have pupils take slates and pencils. If they are not already facing the north, have them rise and face in that direction. Point out the north side of the room. Direct each to draw a line on the side of his slate nearest this wall. Pupils may draw by leaning pencil against slate frame if they prefer. When this line is drawn, step to east side of room and ask children to remain in same position as before and draw a line on that part of the slate nearest the east wall. Do the same for the other sides. Now there are four lines drawn, enclosing the body of the slate. Have a pointing exercise, with such directions as follows: "Touch the line that is nearest the north side of the room; the line nearest the east side; the south side; the west side, etc., etc." Then, "Touch the line that means the north side, that means the east side, etc., etc." While this exercise is being carried on *rapidly*, the teacher should walk around the room, and occasionally ask pupils to face her, but keep up the pointing so rapidly that the attention is taken off the changes of position. Pupils will therefore point to the same line to mean the north or the east, whatever be the position in which the slate may chance for the moment to be held. The teacher might now tell pupils to move the lines in from the frame of the slate as far as she chooses to have them placed, making the map smaller. Review the pointing exercise as before, being careful to *commence* it when pupils are *facing north*, and to make the changes of position while pupils are absorbed in the pointing.

Now take a real, printed map and place it on the floor with its top at the north. Gather the class about it and ask one pupil to touch the north side of the map, another, the east side, etc. While they are busy thus in the touching of the different sides, take hold of the map and raise it slightly, being careful to have the children kept busy in watching the pointing. Keep changing the position of the map a little from time to time, till at last it is left hanging in its appropriate place *on the wall*; the pupils now naturally point to the top for the north side, to the bottom for the south, etc., etc. Stop the pointing exercise, and have pupils attempt to tell what part of the map is the north side, what part is the south side, etc., etc. The result will be a cor-

rect use of the terms top, bottom, right, and left; and besides, the pupils will have *a conviction* that they are using these terms naturally and appropriately. This is worth much more than to have them simply learn and recite the common text-book statement about the matter. By the method here indicated they have learned the fact for all time, and in such a manner that they will never mentally question the propriety of the custom.

A subsequent lesson should be devoted to the comparison of pictures and maps. The text-books give good aid, especially by giving the picture of a scene, and beside it a map of the same region.

With the above preparation pupils are ready to enter intelligently upon the study of the solid body of facts composing Geography, by means of maps and printed text.

PRIMARY READING.

ISABEL LAWRENCE,

Teacher of Methods Normal School, St. Cloud, Minn.

IN the early works on learning to read, Jacotot's doctrine that "The pupil must learn something thoroughly and refer everything to that," is eminently important.

To know even a very few words *perfectly*, so as to recognize them *instantly*, and instantly to think the thought they represent, is to have gained great power toward the acquisition of the art of reading. To be able to recognize many words slowly and with difficulty, without thought of their meaning, is to have acquired a bad habit, which may last a life-time,—to possess little knowledge and a great drawback in acquiring more.

Variety of plan is indispensable to the security of thorough results. The best teachers "beg, borrow, steal" plans to delight the little folks with a drill which monotony would render exceedingly tiresome. Even if a whole suggestion can not be obtained, a half-hint, an eighth, or a sixteenth is eagerly seized by the wide-awake teacher, who supplies the other half, or seven-eighths with better results than if the whole were borrowed.

Here are a few plans which have received thorough testing in the school-room:

1. The words may be printed upon separate cards. By holding up the word a moment, and then calling for it after it has been removed, the children are tested on their ability to recognize the word at sight. I know of no other method which aids this point so materially.

Be careful to observe the following cautions, however: The printing on the card must be so coarse and distinct that it can be read without straining the eye-sight. The card must be held *still*, or the effect is similar to reading in a railway car.

2 The teacher may print or write rapidly on the board directions which the children read silently and obey.

The elephant who is being taught to read by having his orders "march," "stop," etc., printed on a board before him, is likely to have his intelligence appealed to, far more than the children who are taught to name words without thought, and call it reading.

An ingenious teacher will enlarge this plan—will thus carry on lively conversations with the children, telling them stories, or giving them object lessons—all upon the black-board—without a spoken word on her part. This plan secures intelligent reading, as well as a lively interest.

3. Words nearly alike may be placed side by side, and their differences pointed out. They may then be printed rapidly upon the board, children raising hands when the word before agreed upon appears. A word may be distinguished from its "frauds" in the same way as *watch* from *wadch*, *wetch*, etc.

4. Printing a word from memory is a good test of a child's knowledge of it. I doubt if a word is ever perfectly known, if the child is unable to reproduce it correctly spelled.

If teachers would insist upon thoroughness in this respect at the very outstart, observation would be highly cultivated, and the problem of spelling nearly solved.—*School Journal*.

SOMETHING TO DO

TRY to find something for the little ones to do—something suited to their abilities. They can learn words and hunt out the known from the unknown words on the chart. They can use a pencil nicely on the slate or black-board. They can copy

spelling or reading lessons. They can hunt for pictures and learn to study pictures, to tell you all about what they see in them. They can count and combine numbers. They can listen to stories; tell stories too. They can play. They can sing. They can use an extra recess to advantage. They can sit quiet for a short time. They can get a lesson if it is one they know how to get, and one in which they have some interest. They can get into mischief, if there is nothing else provided for their occupation. Treated kindly and reasonably they are usually obedient, glad to do what they are directed to do, pleased in doing right. They come to school with intentions of being good, and if they have a fair chance, they will succeed. Treat them as though they had some sense, some feelings, some rights, and they will prove themselves worthy of appreciation.—*Intelligence*.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

PRIMARY NUMBER LESSON.

NOTE — This lesson is intended for pupils who can count by ones to twenty. The teacher should be supplied with quite a number of wooden tooth-picks and other convenient objects. These tooth-picks should be bound together into bundles of ten by small rubber bands. Several single ones should be left in the box. These, with some crayon and a suitable black-board, is all the materials needed.

TEACHER, holding one tooth-pick in his hand, asks how many he has. Of course the oral answer comes, *one*. Setting the one tooth-pick on the ledge of the black-board, he says he knows a way of telling how many he has without *saying* one. This excites the curiosity of some. There may be some pupils who know the figure and who may wish to show that they know it. The teacher grants the privilege. The pupil steps to the board, and the teacher placing his finger just above the tooth-pick, leaving room for the figure one between his finger and the tooth-pick, says, "Johnnie is going to put something on the board that will show how many tooth-picks we have here." Johnnie then writes the figure one just over the tooth-pick.

"But," says one, "suppose he does not write the figure one, or if he does, he writes it somewhere else?" If he does not write the figure, and it is evident that he does not *know* it, and that no one in the class knows it, the teacher should write it. Do not spend much time in ascertaining whether there are any who do know it; two or three trials should be sufficient. If he writes it in the wrong place, ask him to put it just above the tooth-pick so that we may know what he means by it. If the teacher acts just as was directed above and says, "Johnnie will put something on the board that will show how *many* we have" at just the right time, Johnnie will not fail to put the figure just where we wish him to put it. Much more depends upon the *action* of the teacher than is supposed at first thought.

Teacher now puts such questions as the following: "What does this mean?" pointing to the figure.

Pupil. "One tooth-pick."

Tr. "Bring me as many as this figure (pointing to it) means." Each pupil gets one tooth-pick from the box. The teacher has now incidentally called this character *figure* one. After this has been done several times, he asks, pointing to the figure, "What is this?"

Pu. "The figure one."

Tr. "What does this figure one mean?"

Pu. "One tooth-pick."

Tr. "How would you show that I have one cent?" Here a little doubt arises—they think. Some one finally says, "Write one over the cent." Teacher places the cent where the figure may be written over it and the pupil makes the figure over it.

Tr. "Does this figure one look just like the other?"

Pu. "Yes, sir."

Teacher makes several ones and has pupils put different objects just beneath them, as, grain of corn, pebble, marble, pencil, etc. He then changes the objects, placing the corn where the tooth-pick was, the pebble where the corn was, and so on. The pupils are thereby led to see that the figure one may mean *any* thing. The teacher puts all the objects in the box. He writes the figure *one* on the board and asks each pupil to get the number meant from the box. Numerous exercises of this sort

lead the pupils to see that the figure one may mean *any* thing. Similar exercises may be given with the other figures.

[*To be continued.*]

OPENING EXERCISES.

THE tardy bell has rung and having sung an appropriate song my bright little seven-year-olds are sitting with folded hands looking towards me to see what is to be done next.

“Who can tell me what a mine is?” Frank—“It’s a big hole down in the ground.” “Who made it, and what is it for?” (The hands not appearing with much alacrity, I conclude my little folks do not know.) “Very well, I will tell you. A great many men worked a long time to dig it. After digging down a distance, then they dug under the ground perhaps for miles. They do this to get the coal or iron or copper or some such things out of the mine. Now just think, these men go down to work where it is darker than the darkest night you ever saw, for no sunlight can possibly reach them. How do you think they see to work?” Maggie—“They might carry lamps.” “Yes, but they can’t carry them in their hands, for they must work with them. They wear them on their caps, so that each man always has his lamp right with him. Can any one see by the light except the man who carries it?” Willie—“Yes, they can see by each other’s lights.” “That is true; so every man’s light helps not only himself but also his neighbor. Now we are not miners, and shall not be in any dark mine to-day, but we can each carry a bright little light that will not only help us, but also the pupils near us. I mean this: I look over there and see Charlie sitting so straight and nice that I think he is letting his light shine very brightly.”

“Pretty soon Fred, who sits near, sees him too, and that makes him think to sit up straight. After a while Katie will put such pretty writing on her slate that Bertha will think, ‘I’ll try and make mine nice too.’ So she will let her light shine in a way that will do her and some one else good too. Now, every time you do something that is nice and good you help some one else

to do the same. No matter where you are, all the little kind and good actions or words that come from you shine out just as bright as real little lights in a dark place. I shall write, 'Let your light shine,' on the board. See how bright you can make it to-day by trying to do something right yourself, and so helping some one else to do well."

M. F.

"PRACTICING."

QUITE frequently pupils may be seen working very busily with the pen on a sheet of "practice paper." They are making coils of capital o's, or some other "movement" exercise. Ask them what they are doing, and they will say they are practicing. So they are, but examine their work to see if you can discover what they are practicing. The last exercise is no better than the first. There seems to be no thought in either,—no object in view except to cover paper with ink. We find they are practicing bad habits, fixing them more firmly. Practice is good, but let us see to it that the pupils practice the good. If it can be seen that the pupil has some aim running through his practice, it is worth something; otherwise it is worse than nothing. He may be trying to correct a mistake in the form of the letter O—such as making the lower left hand part look like a pocket; or he may be trying to see how often he can pass the pen around in exactly the same place, which, of course, enables him to gain control of his muscles, so that he may write where he looks with ease and certainty.

Always see that the pupils have something to practice that is good.

"INTEREST AND ENTHUSIASM."

DO NOT BE DECEIVED. Your pupils may be interested, and yet may not be learning the subject in hand.

"Anything to create interest and enthusiasm," said a certain educator. The writer once gave a very interesting exercise to his school. The pupils were full of enthusiasm. They were so full that they desired to come closer that they might get the

full benefit of the experiment. They were allowed to come. They were questioned next day as to the facts of the lesson. They knew almost nothing. Interest and enthusiasm are *not all*.

"DO YOU SEE?"

AFTER explaining a difficult point to a pupil, it is quite common and natural to say, "Do you see?" Nine pupils out of ten will say, "Yes." This generally satisfies the teacher. Ask him to tell you what he sees, and you and he will both be surprised.

THE MAN WHO WAS NEAREST THE NORTH POLE.—Lieut. Jas. B. Lockwood is the young American of the Greely polar expedition who won the "blue ribbon of honor" for approaching nearer to the North Pole than any known explorer. He seems to have been the most daring and adventurous of the Greely crew, and with one or two chosen companions made extensive explorations.

In 1883 Lieut. Lockwood and Sergt. Brainard succeeded in crossing Grinnel Land, and, ninety miles from Beaufort Bay, struck the head of a fiord from the Western Sea, which was temporarily named, by Lockwood, Greely Fiord. From the center of the fiord, in latitude $80^{\circ} 30'$, longitude $78^{\circ} 30'$, Lieut. Lockwood saw the termination of the northern shore, some twenty miles west, and the southern shore extending some fifty miles, and Cape Lockwood some seventy miles distant, and, apparently, a separate land from Grinnell Land. This has been named Arthur Land.

On May 13, Lieut. Lockwood and Sergt. Brainard reached an island called Lockwood Island, in latitude $83^{\circ} 24'$, and longitude $44^{\circ} 5'$, which was one degree of latitude farther north than any other explorer has ever reached.

Lieut. Lockwood was the son of Gen. Lockwood at Washington, and died April 6, from exposure and insufficient nourishment. Thus to America now belongs the honor of having made the farthest point in Arctic explorations.

EDITORIAL.

W. A. BELL, Editor-in-Chief and Proprietor.

GEO. P. BROWN, Pres. State Normal School, Associate Editor and Editor of the Department of Pedagogy.

LEWIS H. JONES, Superintendent of Indianapolis Schools, and Editor of the Primary Department.

GEO. F. BASS, Supervising Principal Indianapolis Schools, and Critic in Training School, Editor of The School Room Department.

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Prof. E. E. WHITE, Ohio; Prof. E. E. SMITH, Purdue University; HUBERT M. SKINNER, Chief Clerk Dept. of Public Instruction; JAS. BALDWIN, Supt. Schools Rushville; HOWARD SANDISON, W. W. PARSONS, and MICHAEL SEILER, of State Normal School; EMMA MONT. MCRAR, Principal Marion High School; H. S. TARBELL, late Supt. of the Indianapolis Schools, are frequent contributors.

Many other able writers contribute occasional articles to the JOURNAL. Should all those be enrolled as "Contributing Editors" who contribute one article or more a year the list could be indefinitely extended.

This large list of special editors and able contributors insures for the readers of the JOURNAL the best, the freshest, the most practical thoughts and methods in all departments of school work.

The Miscellaneous and Personal Departments of the Journal will not be neglected, but it places special emphasis on its large amount of unequaled practical and helpful educational articles.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in *two* and *one* cent postage stamps; no others can be used

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

QUEEN VICTORIA is sixty-five years old. She has been forty-seven years on the British throne.

Do not fail to read Howard Sandison's article in the Pedagogical Department in this issue. It is *full* of suggestive practical thoughts.

LITERARY SOCIETIES.—A teacher can do much for the young people of a community by the organization of a literary society. Such a society, well conducted, can be made the means of securing much reading and general culture on the part of both young and old. Let the enterprise be undertaken early and planned wisely, and there can be no doubt as to the results.

FALL ARBOR DAY.—The Arbor Day observed last spring was a great success and resulted in the planting of thousands of trees on and about school premises. As most of the country schools were closed before the appointed day, of course comparatively little was done in these districts. November is just as good a month in which to transplant as is April, and as all the schools, country, village, and city, will be in session at that time, the Journal hopes that the committee appointed by the State Association last winter, who planned so

successfully for the Spring Arbor Day, will go forward at once and provide for a Fall Arbor Day. Such a course will secure the planting of many trees and the ornamenting of many unsightly school yards.

"STOP MY PAPER."—The Journal wishes to repeat that it is not necessary to write to have the Journal stopped, when the time of subscription has expired. It *always* stops at the end of the time subscribed for, in the absence of a request to continue it longer.

The Journal believes in abiding by its contracts; so when the time is out for which a reader has agreed to take it that is the end of it, so far as that contract is concerned. The law that allows an editor to "push" his paper on a subscriber beyond the time subscribed for is one sided, unjust, and should be repealed.

The Journal could increase its subscription list several thousand by taking advantage of this "impecunious editor's law," but its business ideas will not admit of it.

THE NATIONAL NORMAL is the name of the little 16-page monthly published at Lebanon, O., as the organ of the National Normal University, located there. The paper most truly represents the school. Mr. A. Holbrook and his sons have maintained for many years one of the most prosperous private schools in the United States, for which they deserve much credit.

A characteristic of both the school and the paper is that they claim "originality" in every thing. In the numerous advertisements I have read, I am unable to recall a single case in which an adjective was used in the positive or comparative degree. The advs. of the school and the paper in speaking of their own merits deal exclusively in "superlatives."

A few years ago the school was called "The National Normal School." It would seem that this name was sufficiently high-sounding, especially when the word *national* was emphasized; but recently the name has been changed and the vulgar word school has been displaced by university, and we now have "The *National Normal University*."

The paper which is the exponent of the "university" is advertised as "The only authoritative representative of independent normal methods of teaching and school discipline."

"Only authoritative" is expressive. Who has secured a copy-right on "independent normal methods," or any other methods of teaching?

The Journal believes in advertising, and saying the best thing within the bounds of truth, for the thing advertised, but it freely admits its great dislike of this "blow-hard." "claim-all" style indulged in by the National Normal.

THE JOURNAL'S BOOM.

The friends of the Journal will be glad to know that its prosperity was never before so great as at present. Notwithstanding the fact that the September issue was 500 greater than any other September issue since the establishment of the paper, it was entirely exhausted before the middle of the month, and at the date of this writing (ten days before the close of the month) the names of more than *six hundred* subscribers have been received asking for this number that we are wholly unable to supply,—and several institutes yet to hear from.

We regret sincerely this inability to supply the demand, but are gratified at this evidence of appreciation. This issue is a thousand greater than any other October issue ever made.

This unprecedented "boom" has come in the face of the strongest competition ever experienced in this state. The commendations of the Journal have been numerous, from every quarter, but we appreciate most this *substantial* endorsement.

HALF-DAY SCHOOLS.

many places where the school room is inadequate, from 70 to 100 little children are crowded into one school-room. Of course, under such circumstances, the ventilation is bad and the air is execrable. It is simply wicked to treat children so—"the murder of the innocents." Under such circumstances the seeds of disease are sown, the health is undermined, and the length of life is shortened.

If the school should be graded and *one-half* be allowed to attend in the forenoon and the other half in the afternoon, the danger to health would be greatly lessened, and the children would learn more. Little children are not capable of continuous application, and both body and mind rebel against confinement of more than half-a-day at a time.

In Indianapolis, where the half-day plan for first-year pupils has been tried for years, it has been demonstrated that the children learn as much in the half-day as they formerly did in the whole day. The people could not be induced to go back to all-day sessions if there was an abundance of room. In fact there is a strong demand on a part of the patrons, that the school board shall extend the plan to the second-year pupils as well.

If the teacher could divide the over-crowded room, and have only half the pupils present at a time, he could give each class just as much time, and he would be relieved of the pressure of the other half, and so could make the instruction more efficient.

This plan has been tried in many places and uniformly with good results.

WHAT WORDS TO SPELL.

As a rule spelling receives as much attention as its importance demands. "A word 's the sign of an idea." Take notice that it is only a *sign*. Ideas are elements of thought, and give mental scope and power, and are therefore of prime importance. The written or printed "sign" appeals to the eye, and the spoken sign appeals to the ear. It is evident that the sign amounts to nothing without the idea. The conclusion is that the mere form of a word without its meaning (idea) is useless as a mental power. Therefore spend more time in learning the *meaning* of words and less time upon their *form*.

These signs (spoken and written) are not of equal importance. The average person speaks a thousand words to where he writes one, and hence pronunciation is of much more importance than spelling. Usually more importance is attached to spelling, but evidently this is wrong—let more emphasis be placed upon the spoken word.

Now as to the question, "What words shall we spell?" The evident answer is, learn to spell the words in common use first. All will agree to this, as an abstract statement, and yet but few adhere to it in practice. The words in *common* use do not make a formidable list; and the words we are called upon to *spell* in ordinary life make a still shorter list. If the time now devoted to spelling could be concentrated upon the words we need to spell, the results would be a hundred fold more satisfactory than at present. To reach this end, in many instances, words are selected from the text-books on other branches used in the school. This is all right, except that as a rule *all* the words are taken, and equal emphasis placed upon all. For example, it is urged that all geographical names shall be spelled. I visited a school some time since and heard a teacher drilling her children upon the *spelling* of some of the principal rivers in the southern states, such as Altamaha, Suwanee, Appalachicola, Santee, etc. Half the time of the recitation was devoted to *spelling*. I said, what is the use—I am fifty years old and have never yet been called upon to spell any one of these names. Thousands of geographical and proper names which we may use frequently in conversation and should learn to locate, pronounce and describe, we never *spell*. Khartoum, the objective point of the present Egyptian war, is now a place of great interest, and I shall have occasion to speak it many times, but the chances are a thousand to one that I shall not be called upon to spell it. A few of the more important places should be spelled, but the bulk of them should be only pronounced.

I saw a list of test words recently submitted to a teachers' institute, and nearly one-half of them were physiological. How often in practical life will the average person have occasion to *spell* diaphragm, œsophagus, pharynx, carotid, clavicle, etc.?

Instead of spending the bulk of the time given to spelling upon

these seldom-if-ever-spelled-words, I insist that most stress should be placed upon when and how to use to and too, there and their, lie and lay, sit and set, till and until, ate and eight, profit and prophet, etc., etc., etc; in short, how to spell the little words that occur and recur not only in oral but in written communication among people in the common walks of life. A list of five hundred words could be made that would constitute the great bulk of the words used in written correspondence, and these words, if dwelt upon, could be mastered in a comparatively short time.

Common sense says, Teach those words that enter into every-day life *first*, and then go further as time will allow.

NATIONAL EDUCATIONAL ASSOCIATION.—The location of the next meeting is being considered by the officers of the National Educational Association. The place to be selected must have adequate railroad facilities, good hotel accommodations, sufficient room for the meetings of the eight departments, and a hall capable of seating, at least, 2000 persons. Several places have extended invitations to the Association, but further suggestions are desirable and should be addressed at an early date to the President, F. Louis Soldan, St. Louis.

GEMS OF THOUGHT.

Any coward can fight a battle when he's sure of winning ; but give me the man who has the pluck to fight when he's sure of losing.—*George Eliot.*

If you consort with the wicked you will be taken for one of them, You may possibly retain a pure heart, but you can not preserve an unsullied name.

A word fitly spoken is like apples of gold in pictures of silver.—*Proverbs.*

The friends thou hast and their adoption tried,
Grapple them to thy soul with hooks of steel.

—*Shakespeare.*

To live in hearts we leave behind,
Is not to die.

—*Campbell.*

What you keep by you you may change and mend ;
But words once spoken can never be recalled.

—*Roscommon.*

A thing of beauty is a joy forever.—*Keats.*

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon.*

He who does his best, however little, is always to be distinguished from him who does nothing.

Success doesn't "happen." It is organized, pre-empted, captured by consecrated common sense.—*Frances E. Willard*

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR AUGUST.

THEORY OF TEACHING.—1. Name the different senses by which we gain a knowledge of the external world.

2. What senses unite to give us a knowledge of the form of things?

3. Distinguish between information and training.

4. Name the essential qualities of a good disciplinarian.

5. What are the characteristics of a good question?

READING.—1. What are some of the advantages of concert reading? What are some of its disadvantages?

2. What is the difference between force and pitch?

3. How would you prevent a sing-song tone in reading?

4. How can English literature be taught in connection with the reading lesson?

5. Write three sentences that require the monotone in reading.

6. Read a selection given by the superintendent. 50

GRAMMAR.—1. Define an appositive modifier, and state what parts of speech may have such a modifier.

2. How are the adjective and the adverb alike? How different?

3. How does an abridged compound sentence differ from a complete compound sentence?

4. How many classes of subordinate clauses are there? Give examples of two.

5. Write sentences in which the infinitive has the following uses: (a) subject; (b) predicate; (c) adverbial modifier.

6. Give all the participles of each of the following: (a) see; (b) study; (c) write.

7. Write the plural of each of the following: Valley, turf, solo, son-in-law, Mr. Smith.

8. How are the person, number, gender, and case of the simple relative pronoun determined?

9. Correct and give reasons:

- (a) It rains most every day.
- (b) I have done like he told me.
- (c) He does his work easier than his sister.

10. Define a defective verb, an impersonal verb, a redundant verb.

GEOGRAPHY.—I. What points on the earth's surface are marked by the Tropics and Polar Circles?

2 What are the differences in men which form the basis of their classification into races? How many and what races of men are there?

3. Describe the three Northern Continents as to position, size and outline. Describe the Southern Continents in the same manner.

4. Describe the river systems of North America. What is their relative importance?

5. Name the Provinces which form the Dominion of Canada.

6. Describe the different climatic regions through which you would pass in traveling across Mexico from Vera Cruz to Acapulco.

7. Name the countries of South America that border on the Pacific ocean.

8 What are the "five great powers" of Europe?

9. Describe the course of each of the four great rivers that rise in the Alps, naming the countries through which each flows.

10. Locate Berne, Vienna, Dresden, Turin, Bergen.

U. S. HISTORY.—I. By what great water routes did the French reach and colonize what afterwards constituted the Louisiana Purchase? 3, 3, 4.

2. What important Indian nation did the early settlers find in the neighborhood of the great lakes?

3. Name the first five permanent settlements in America of the seventeenth century, and the nations by whom made. 10 pts.

4. Give a short history of the settlement of Maryland up to 1715.

5. What were the results upon Congress, and upon Washington, of the victory at Trenton? 5, 5.

6. Who was the important General in charge of the Southern army during the Revolution? Tell the story of General Marion as a "host." 5, 5.

7. What was the Hartford Convention? What was really settled by the Treaty of Ghent? 5, 5.

8. What was the view of slavery held by the North generally at the beginning of the Civil War? What act after the war showed the utter change of view produced by the war? 5, 5.

9. Tell the story of Sherman's march to the sea

10. What great event of 1876 showed the world the wonderful recuperative energies of this country, North and South?

PHYSIOLOGY.—1. Define health, and state its conditions.

- 2 Explain the action of the muscles.
3. Explain the structure of bone. What change takes place with age? 2 pts, 5 ea.
4. Describe the different kinds of joints, and give examples.
5. *a.* Give a classification of foods. *b.* Why is food necessary? a-4, b-6.
6. How is starch digested?
7. What is the objection to *frying* meat?
8. What is putrefaction?
9. What is peristaltic action?
10. How can you keep your school-room properly ventilated at all times?

PENMANSHIP.—1. Describe the two most important movements in writing.

2. Why should the teacher take charge of all writing material? What is your method of distributing the copy-books?
3. Name the steps, or give the order of closing a writing exercise.
4. What are the advantages of counting in conducting an exercise in writing?
5. In teaching a letter, why analyze it? What should the pupil gain by the analysis of the parts of a letter?

ORTHOGRAPHY.—1. Write the abbreviations of the following words: Manuscripts, attorney, aged, against, madame. 5 pts, 4 ea.

2. Correct the errors in the following:
 - a.* Do you love apples?
 - b.* Can I see you a moment?
 - c.* He is stopping at the Grand Hotel.
 - d.* We had an elegant time.
 - e.* What a lovely hat.
3. Show the difference of meaning in the following pairs of words: Noted, notorious; dissembler, hypocrite; abstinence, temperance; character, reputation; murder, assassinate. 5 pts, 4 ea.
4. Mark the accent in the following words, and indicate the proper pronunciation by the use of diacritical marks: Bouquet, dolorous, assets, vases, and placards. 20.
5. Correct the errors in the use of words in the following sentences:
 - a.* A wise ruler exceeds to the demands of the populous.
 - b.* The meddle bore an ingenuous device.
 - c.* The cause invariably proceeds the effect.
 - d.* Solomon excepted rich presents from the Queen of Sheba.
 - e.* He was confidant that the principle was elected. 20.

ARITHMETIC.—1. Give a summary of the relations of the dividend, divisor, and quotient.

2. Show how the same principles apply in fractions as in division.

3. Name four numbers considered in percentage.

4. When the base and the per cent. are given, how find the rate per cent? Illustrate by an example.

5. A farmer wishes to put 231 bushels of corn, 393 bushels of wheat, and 609 bushels of oats into the largest bags of equal size, that will exactly hold each kind. How many bushels must each bag contain?

6. What is the bank discount of \$125, payable in 90 days, at 8 per cent?

7. Subtract 2.5 miles from 3 furlongs 24 86 rods.

8. Find the interest of \$126.75 for 2 years 24 days at 8 per cent.

9. A note of \$345 60, dated February 5th, 1863, was paid August 20, 1865, and the amount was \$406 088; what was the rate per cent?

10. How much copper and tin, 100 parts of the former to 11 parts of the latter, will make a cannon weighing 18 cwt., 3 qr. 12 lbs.?

11. How long is the side of the greatest square which can be inscribed in a circle 3 feet in diameter?

12. A lifts a weight of 1,440 lbs. by a wheel and axle; for every three feet of rope that passes through his hands the weight rises $4\frac{1}{2}$ inches; what power does he exert? (Proportion.)

13. A farm of 214 acres, 3 rods, 12 per. is to be divided equally among nine persons. How much will each receive?

The applicant may select ten questions.

ANSWERS TO STATE BOARD QUESTIONS PRINTED IN SEPT.

PHYSIOLOGY.—1. Morality is promotive of health, (1) because it produces a cheerful and contented spirit. Samuel Smiles tells us that "cheerfulness doeth good like a medicine." (2) Because a moral man is a temperate man. Excess is more injurious to health than anything else. The faster a man lives, the sooner he dies. (3) Because a man who is careful to keep his inner self pure and clean is pretty sure to have sufficient self-respect to keep things cleanly and healthful on and about his outer self.

2. The villi are minute projections from the inner or mucous coat of the small intestines. These projections are about one-fortieth of an inch long, are slightly elliptical as to circumference, and are very closely packed together. Each villus is a sac closed at the inner end, is composed from without of a layer each of epithelium, connective tissue and muscular tissue, and encloses the beginnings of very small lymphatics (*lacteals*) and also blood-vessels. Both the blood-vessels

and the lymphatics act as absorbents—the former for the liver, the latter for the thoracic duct.

3. Human blood consists of corpuscles, plasma and gases. The corpuscles are red and white, the latter being undifferentiated cells, ready to go anywhere in the body and build up new tissue of any sort. The plasma, in the main, is composed of water, fibrin, albumen, and some salts. The gases are nitrogen, oxygen, and carbonic acid.

4. Osmosis (from the Greek word *osmos*, a pushing) is the passage of fluids through a membrane either outward (exosmosis) or inward (endosmosis),—the effect of a tendency whose cause is unknown. The taking in of oxygen and the passage out of carbonic acid through the walls of the lung cells, and the reverse of this through the walls of the capillaries in the various tissues, as also the passage of other nutritive material out from the blood-vessels, are beneficial results of this action.

8. Ganglia are enlarged and somewhat spongy masses of nerve matter, of irregular shape, and of frequent occurrence in the body. They are most regularly placed upon the cranial nerves and upon the double chain extending from the brain and on either side of the spinal column to its termination. This chain—known as the center of the lymphatic nervous system—has forty-nine ganglia upon it.

10. Alcohol in large quantities, (*a*) accelerates the action of the heart, thus denying it rest—especially at night—and tending to break down its normal action; (*b*) primarily unduly excites and ultimately tends to paralyze the normal operation of the brain cells; (*c*) tends to harden the delicate tissues of the body by coagulating the albumen wherever found in them, and thus to destroy their power to perform their functions; and (*d*) often leads to a very large and at the same time an unhealthful accumulation of fat.

In small quantities alcohol may be used as a food—though a very dangerous one—or as a stimulant. That the body obtains good results from it as a food is seriously questioned by physiologists, even when no more is taken than the system can utilize. As a stimulant in disease, it can properly be taken only under the direction of a wise and cautious physician.

READING.—1. Articulation is thought by some to include both pronunciation and enunciation, the former looking to correctness and the latter to distinctness in uttering the elementary sounds. A proper drill in articulation takes into consideration both the condition of the organs of speech and their accessories, and the sounds resulting from their use. Semi-occasional exercises in articulation are of little value. To do good they should be systematic and regular.

3. In preparing a reading lesson, a dictionary may be used (*a*) to

ascertain the correct pronunciation of words; (*b*) to assist in learning the correct meaning of words as used in the reader; (*c*) occasionally, to learn something of mythological characters, the meaning of foreign phrases, or a brief biography.

4. Inflection is the sliding of the voice upward, downward, or both, and is for the purpose of giving it *expression*. Punctuation is such a division of the printed matter as will clearly indicate the *grammatical construction*. The marks of the former, therefore, look to oral reading; of the latter, to silent reading. The difference in purpose at once indicates that the one set of marks can not be taken as a correct guide for the other kind of reading.

5 The meaning of words may be taught variously. When a thing in itself is to be taught, we may use the object-lesson; when we wish to teach something else through a present object, we may use the illustrative method, as the parable, fable, etc.; when we wish to lead pupils to a knowledge of the word so that they may seem to discover its content for themselves, we may use the Socratic method; when the meaning of the word is something not readily obtained by them through their own efforts, we may tell them its content or indicate it by drawing a diagram.

U S. HISTORY.—1. John Smith.

2. Patrick Henry. "As for me, give me liberty, or give me death."

3 Territory of Louisiana.

4 Benjamin Franklin, Alexander Hamilton, James Madison, Thomas Jefferson, James Otis.

6. Gen Harrison. He died April 4, 1841, just one month after he had been inaugurated President of the United States.

7. The Compromise Measures of 1850, including the "Fugitive Slave Bill."

8 The "Missouri Compromise" provided, first, for the admission of Missouri as a slaveholding State; second, that the territory in the Louisiana Purchase should be separated into two parts—that part north of the parallel 36° 30' should be freeholding, the part south should be free to choose or reject slavery. The feeling which grew out of this measure finally led to trouble when Kansas was admitted, and this was one cause which led to war.

9. Grant was approaching the Confederate capital, Richmond, in front; Sherman in his march had come towards Richmond in the rear; thus cutting off supplies and preventing retreat. Thus hemmed in they were obliged to surrender.

10. Poets,—Longfellow, Whittier, Bryant. Historians,—Prescott, Motley, Bancroft. Orators,—Webster and Clay. Novelists,—Hawthorne, Cooper.

GRAMMAR.—1. Time, place, manner, cause, degree. I will gladly (manner) tell you why (cause) I remained so (degree) long (time) in London (place).

2. *a* A phrase is a combination of two or more words in a sentence, having the force of a single part of speech, and may be used as a noun, an adjective, or an adverb. *b* Out of the frying-pan into the fire.

4. *a* An objective clause. *b* A clause denoting purpose. *c* The logical subject of the sentence.

5. After see, hear, feel, make, let, dare, bid, help, please, etc., and also after the auxiliaries do, can, may, must, shall, will, and their past forms.

6. The participle and infinitive express the act or state of the verb without asserting anything. The finite verb predicates the act or state of the subject.

7. In the singular by adding the apostrophe and the letter "s". In the plural by adding the apostrophe, if the word ends in "s". In other cases the apostrophe and the letter "s" are added. Lady's, ladies'; ox's, oxen's; man's, men's; mouse's, mice's; boy's, boys'.

8. Comparison is a variation of the form of an adjective to express a greater or less degree, or the greatest or least degree of the quality which the adjective expresses. Qualifying adjectives.

9. The principal parts of a verb are the present indicative, past indicative, and past participle. All the other combinations are made from these forms. The *progressive* form requires the *present* participle.

10. The sum of four apples and five apples are nine apples. The molasses taste excellent; try some of them. John, as well as you, are to blame. Circumstances alters cases.

GEOGRAPHY.—1. Equator and the Meridians are great circles. The Tropics and Parallels are small circles. These circles are of use in fixing the location of places on the earth's surface.

2. A republican government is one in which the power is vested in representatives chosen by the people, as, United States. A monarchy is a government in which the supreme power is in the hands of a person who usually inherits the office, and who is styled king or emperor, as, Great Britain.

3. The Pacific highland consists of the great western plateau and the mountain systems which form its eastern and western border; the Atlantic highland consisting of the Appalachian system of mountains and its slope; the central plain is between the two extending from the Arctic Ocean to the Gulf of Mexico.

5. Sugar, coffee, tobacco, corn, and cotton.

6. The Amazon system, draining the central portion of South America, is the largest; the LaPlata system drains the central plain

and eastern highland; the Orinoco drains the mountain land of Guiana and the northern portion of the central plain.

7. Sierra Leone, Cape Colony, and Natal.

8. Arabia is occupied by nomadic tribes of its own, although two large cities on the coast are under the rule of Turkey and England; India is occupied by the English; the western coast of Indo-China is held by Great Britain, while the remainder of the peninsula is held by native tribes.

9. Montana, Idaho, Utah, Wyoming, Colorado, New Mexico.

10. Smyrna is a seaport in Asiatic Turkey; Odessa is on the northern coast of the Black Sea; Belfast in the northeast coast of Ireland; Leeds is in the north of England; Antwerp is in the northern part of Belgium.

ARITHMETIC—5. The G. C. D. of 231 and 273=21. Ans. 21 bu.

6. Proceeds on \$1 for given time and rate is $\$96\frac{1}{2}$. $\$300 + \$96\frac{1}{2} = \$396.50$.

7. $44753\frac{1}{2}$ ft. $\div 3$ ft. = $14918\frac{1}{2}$ yd. $14918\frac{1}{2}$ yd. $\div 5\frac{1}{2}$ yd. = 2712 rd. and $2\frac{1}{2}$ yd. 2712 rd. $\div 320$ rd. = 8 mi. and 152 rd.; $2\frac{1}{2}$ = 2 yd. 1 ft. 6 in. Ans. 8 mi. 152 rd. 2 yd. 1 ft. 6 in.

8. 9 mo. 19 days = $2\frac{3}{4}$ yr. 7% of $\$990.73 = \69.3511 . $\$69.3511 \times 2\frac{3}{4} = \$55.67 +$ Ans.

9. From April 20, 1870, to Oct. 10, 1870, is 5 mo. 22 da. 8% of $\$750 = \60 . 5 mo. 22 da. = $2\frac{7}{12}$ yrs. $\$60 \times 2\frac{7}{12} = \$28.666 +$ Int. $\$750 + \$28.666 + = \$778.67$. Ans.

10. Since A's share is to B's as 2 to 3, $\frac{2}{3} = A$'s and $\frac{3}{3} = B$'s. Since B's is to C's as 4 to 5, $\frac{4}{5} = C$'s :: $4 : 5 = \frac{2}{3} : C$'s. Changing $\frac{2}{3}$, $\frac{3}{3}$, $\frac{4}{5}$ to similar fractions, we have $\frac{8}{10}$, $\frac{10}{10}$, $\frac{8}{10}$. Their sum is $\frac{26}{10}$. Then $\$7140$ must be divided into 26 parts and A will receive 8 of them, B 10, C 8. $\frac{8}{26}$ of $\$7140 = \2160 . $8 \times \$2160 = \17280 , A's. $10 \times \$2160 = \21600 , B's. $8 \times \$2160 = \17280 , C's.

11. $\sqrt{(845)^2 - (676)^2} = 507$ ft.

12. 54 ft : 12 :: 298 lb. : — Ans. 44 lb.

13. Reduce 5 fur. 35 rd. 2 yds. 2 ft. 9 in. to inches, and we have 46635 inches. Divide this by 3360, the number of inches in a mile, and we have .764 + mile.

THEORY OF TEACHING—1. The memory can be cultivated by exercise—by repetition, by exciting an interest, by showing the logical connection and relation of things to be remembered.

2. Imagination is that power of the mind by which we form a conception of things not seen but have heard described, and by which we create new ideas. This faculty is appealed to when the teacher tries to help a child who has only seen a hill, to conceive of a mountain.

3. Pain as a motive to industry is bad because the effort secured is unhealthful, and chiefly because the motive is external, and when removed leaves the person without any self-directing power.

4 In primary reading the *chief* purpose is to enable the child to know by sight what it already knows by sound. In advanced reading the *chief* purpose is to give new thought, and to give power to interpret thought.

5. Punctuality and regularity should be enforced in school because they thus become habits of life, and are indispensable to the good business man, the good neighbor, the good citizen, the good christian.

MISCELLANY.

ADAMS COUNTY.—The institute was reported "a grand success," and county superintendent J. F. Snow as the "grand successor."

The *Normal Teacher*, heretofore published at Danville, has been purchased by W. H. F. Henry, who is now editor and proprietor. He has removed his office to Indianapolis.

APPEAL TO THE FRIENDS OF EDUCATIONAL PROGRESS

The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans an exhibit of the character and status of the Kindergarten. Such an exhibit involves, as its chief feature, an actual kindergarten in operation during the six months of the Exposition, before the eyes of all who may wish to study its working.

The Exposition will furnish a building for the purposes indicated, the Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends who appreciate the missionary character of the enterprise.

In order to open and carry on one of the kindergartens proposed, it will be necessary to provide \$2,000; the second kindergarten will call for \$1 000 more. A portion of the sum is already promised. For the purpose of raising the remainder, the Froebel Institute appeals for aid to all who see in educational progress the safe-guard of the free and humane spirit of our institutions

The President of the Froebel Institute will be glad to correspond with friends who may have advice to offer, or who may desire additional information concerning the work on hand.

W. N. HAILMAN,
Presd Froebel Institute, N A.,
LaPorte, Indiana.

Benton and Clinton counties have each organized a Reading Circle with 85 members. A good beginning.

THE WORLD'S EXPOSITION AT NEW ORLEANS bids fair to be a magnificent affair. Indiana will be represented creditably in various departments.

THE STATE UNIVERSITY has opened with increased numbers. The spirit of the school is good, the discipline good, the instruction good. The new buildings are progressing nicely.

CROWDED OUT.—Owing to the large space given this month to the "Reading Circle," a large amount of miscellaneous and personal matter has been crowded out, which will appear next month.

THE NORTHERN INDIANA NORMAL, at Valparaiso, is reported "very full indeed." Nothing else is ever expected from this phenomenal school. Up to date it has grown a little each succeeding year.

PURDUE UNIVERSITY matriculated 150 pupils the first week, about 90 of whom entered the College, the remainder the Preparatory Department. The Freshman Class now numbers about 60—being the largest Freshman Class the institution has yet matriculated.

RICHMOND NORMAL SCHOOL.—Flattering reports of the Richmond Normal are received. More than 100 are enrolled. Everything in good working order. In all probability the building will have to be enlarged to accommodate the overplus. Miss Carrie Lesh has been added to the teaching force.

The Outlines of Institute Work prepared by the committee appointed by the County Superintendents' State Convention has just been completed and sent out. The work is well done and the committee deserve much credit. If the "outline" and suggestions are followed much good must result.

THE WARRICK COUNTY SCHOOL JOURNAL, which is to be published by the county board of education from August to February, inclusive, should be in the hands of every Warrick county teacher. Besides a full summary of school work and interests it contains much information of a general character that will be valuable to both pupils and teachers. Supt. W. W. Fuller is, of course, the power behind the throne.

PARKE COUNTY sends the third largest list of subscribers for this year, and they are *all* on the "paid list," so the amount of money received is the largest. The teachers of this county are unusually "flush" for the season. With *more than one hundred* of the teachers of Old Parke reading the Journal, and with W. H. Elson as superintendent, there can be no question as to the efficiency of the schools.

INDIANA TEACHERS' READING CIRCLE.

The Board of Directors of the Indiana Teachers' Reading Circle have issued their circular giving information as to plan, course of study, text-books, etc., which may be obtained by applying to the county superintendent.

It is to be greatly regretted that the circular could not have been issued in time for the county institutes, but it must be borne in mind that perfecting a plan and arranging all the details was no light task. Let teachers go to work and organize through their township institutes.

Omitting resolutions giving rise to the "circle," which were printed in the February Journal, the following is the circular:

BOARD OF DIRECTORS.

J. J. Mills, Richmond, *President*; Hubert M. Skinner, Indianapolis, *Secretary and Treasurer*; Geo. P. Brown, Terre Haute; R. G. Boone, Frankfort; Emma Mont. McRae, Marion; Mattie Curl Dennis, Richmond; Harvey B. Hill, Aurora; J. C. Macpherson, Richmond.

PLAN OF ORGANIZATION.

1. Any teacher or other person in the State of Indiana may become a member of this Circle by forwarding his name to the manager of his county, together with a pledge to faithfully pursue the prescribed course of study, and paying a fee of twenty-five cents for the present year, and for future years such fees as may be decided upon at the beginning of the year.

2. In case there is no manager within a county, any teacher may become a member of the State Circle and receive all the benefits of the same, by applying to the manager of an adjoining county. The members of the State Circle resident in any town, township or neighborhood may form a Local Circle, which shall meet once every week or fortnight, as they may elect, for the purpose of reading and discussion.

3. Each Local Circle shall elect a secretary, whose name shall be reported to the county manager, and who shall act as the medium of communication between the Local Circle and the county manager; but this provision shall not preclude the possibility of individuals, who are not members of a Local Circle, reporting directly to the county manager.

4. The general direction of the work in each county shall be placed in charge of the county superintendent, or other person to be appointed by the State Board of Directors, who shall be called the county manager.

5. It shall be the duty of the county manager to transmit to the teachers of his county all circulars, books, examination questions,

etc., issued by the Board of Directors; to solicit and transmit to the Board of Directors names of members and membership fees, and all examination papers, etc., that shall be called for, and to discharge all duties devolving upon him as the medium of communication between the Local Circle and the Board of Directors.

6. The Board of Directors shall establish and maintain at the capital of the State a Central Bureau, under the charge of the Secretary of the Board, to whom all communications from county managers shall be addressed. Said Bureau shall, for the present, be located at the office of the State Superintendent of Public Instruction.

7. It shall be the duty of the State Board of Directors to arrange and prescribe two or more lines of reading along which the reading of the Local Circle and individual members shall be pursued; but the amount of reading to be done within any given time, and other details of the work not herein provided for, shall be arranged by the county manager in conjunction with the secretaries of the Local Circles of the county.

8. It shall be the duty of the State Board of Directors to make provision for all requisite examinations and the issuance of certificates and diplomas.

COURSE OF STUDY.

FIRST YEAR—Professional Studies. 1. Mental Science—Embracing the study of Presentation, Representation and Thought. This study should be limited to the three following topics: *a.* The conditions under which these different faculties act. *b.* The nature of the processes. *c.* The nature of the products resulting from these processes. 2. Methods of Instruction—*a.* Methods adapted to Primary schools. *b.* Methods adapted to Grammar schools.

General Culture Studies. 1. General History—Embracing a study of the Manners and Customs, Religions, Forms of Government, Theories of Education, and the condition of the Arts and Sciences in ancient, medieval and modern times.

SECOND YEAR—Professional Studies. 1. Mental Science—Embracing a study of the Intuitions, the Sensibilities, and the Will. 2. Teaching as a Science. This embraces a study of the principles employed in teaching and governing, and the application of these to the teaching of the different branches and the proper control of a school.

General Culture Studies. 1. English Literature or Natural Science. The Board have not determined in what order these subjects shall be studied.

THIRD YEAR—Professional Studies. 1. The History of Education. This will embrace a study of the different educational reforms that have occurred during the progress of educational thought during the past twenty-five hundred years.

General Culture Studies. English Literature or Natural Science.

FOURTH YEAR.—The work for the last year of the course has not been outlined by the Board. It is believed that the experience of each year will suggest modifications of the plan of procedure and course of study that only experience can reveal. The above outline is but a general statement of the present thought of the Board of Directors. They are waiting for more light, and invite suggestions from all who are in sympathy with the movement to elevate the teacher's vocation to the rank of a profession.

In arranging this course of study the Board have had two classes of teachers in view. One of these classes is composed of teachers who have made no special study of the Theory and Art of Teaching; the other class consists of teachers who had the advantages of a Normal School training, or have made considerable progress in the study of the Science of Teaching.

The two courses of study for these classes are named respectively the Regular and the Advanced Course. The work to be done is the same in both courses, as to nature, but is different in the grade of advancement, as indicated by the text-books assigned for use.

TEXT-BOOKS FOR THE FIRST YEAR.

PROFESSIONAL STUDIES—*Regular Course.* "Mental Science and Culture," by Edward Brooks, price \$1.15. "Talks on Teaching," by F. W. Parker, price 70 cents.

Advanced Course. "Seeley's Hickock's Mental Science," price \$1.00. "Fitch's Lectures on Teaching," price \$1.40.

GENERAL CULTURE STUDIES—"Barnes's General History," price \$1.50

HOW TO OBTAIN TEXT-BOOKS.

Arrangements have been made by the Board of Directors to furnish these text-books through Bowen, Stewart & Co., of Indianapolis, at the prices annexed, the teacher paying the cost of transportation. When one dozen or more books are included in one order to one address they will be sent by express. In ordering by mail, twenty per cent. must be added to the prices given above, to prepay postage. *In all cases the cash must accompany the order.*

It is suggested by the Board that as a rule it will be most advantageous for the county manager to forward the order and money for the books desired by all members of the Circle in his county. In this way large orders may be made up and the expense of transportation be greatly lessened. Whenever books are ordered by parties other than the county manager, the names of all members for whom the books are intended must accompany the order.

MONTHLY OUTLINES.

The Board have appointed a committee to prepare an outline of work for each month in each of the several subjects named above.

These outlines will be published in advance in the Indiana School Journal and such other educational periodicals of the State as will consent to publish them.

COUNTY MANAGERS.

The Superintendent of each county in the State is appointed by the Board to act as Manager of the Reading Circle in his county. In case he can not serve, he is requested to select some suitable person for the office and to forward the name of that person to the Secretary of the Board.

County Managers are earnestly desired to aid the Board of Directors in carrying out the design of the State Teachers' Association in this matter by presenting the subject to their teachers at the earliest possible date. Names of members and membership fees should be secured at once and forwarded to the Secretary of the Board. Orders for books should be made out and forwarded to Bowen, Stewart & Co. as promptly as possible. Success in organizing and maintaining Local Circles will depend largely upon the interest shown by the County Manager.

EXAMINATIONS AND DIPLOMAS.

The details of the arrangements for examinations upon the prescribed course of study are not yet completed, but will be announced by the Board in due time. In accordance with the instructions of the State Association, diplomas will be issued to all teachers who successfully complete the work laid out for four years of the course.

OUTLINES.

Work in Brooks' Mental Science, for October, 1884, pages 13-40.

By R. G. BOONE.

I. Definitions of Terms. Dictionaries and Word Books should be used with all words not well-understood; but they will need to be used studiously and patiently for the following terms: 1. Empirical. 2. Deduction. Induction. (See Crabb.) 3. Phenomena. 4. Classification. (See Crabb.) 5. Abstraction. 6. Intuition. 7. Conception. (See Crabb.) 8. Science. Philosophy. 9. Generalization.

It should be borne in mind that discrimination of related terms lies at the beginning of any intelligent study of Mental Science. Too careful attention can not, therefore, be given to this part of the first month's work.

II. Biographies. Short life-sketches of the following characters should be read in their appropriate connections. Any good encyclopedia will serve for the present need: 1. Aristotle. 2. Descartes. 3. Kant. 4. Hamilton. 5. Upham. 6. Huxley.

III. Items of Special Professional Import. 1. Attention. (See Crabb.) 2. Culture vs. Instruction. (See Crabb.) 3. Faculty vs. Capacity. (See Crabb.) 4. Induction. 5. Principles 3, 6, 10, (pp. 37, 38, 40)

IV. Special References. With Chapter I, read Haven's Mental Philosophy, pp. 15-27. With Chapter III, read Haven, pp. 29-35.

V. Summaries. At the close of the month's reading, each one should make careful summaries of the following points. Let these summaries be made *methodically*, in the teacher's own words, and while the matter is fresh in mind. Such summary is a kind of tying together of the essential facts of the month's learning, and is therefore chiefly valuable.

1. The products of each of the three classes of Mental Faculties.
2. A list of the subordinate powers of each of the three classes.
3. The Principles of Mental Culture
4. The Characteristics of Mental Science.
5. The Advantages of a Study of Mental Science.
6. The Characteristic Differences of Mind and Matter.

GENERAL HISTORY. By Hubert M. Skinner.

The oldest history is also the newest. Among the most marvelous achievements of science in this wondrous age are the results of Egyptian and Aryan researches.

The Rosetta stone, turned up by the workman's spade in the mud of the Nile, furnished the key to unlock the secrets of forty centuries. A throng of copyists and translators have spent a life-time among the silent ruins of the land of the Pharaohs, reproducing in modern tongues the history, the poetry, the law, the religion and the science of the earliest civilization. More favored than the sixty generations that have lived before us, to us is it given to read what to them was a sealed volume.

A still more marvelous triumph is the development of Aryan history. No pyramids, no walls, no ruins of cities, no carved stones remain upon the land of the ancient Aryans, the forefathers of our race. No trace of them whatever is to be found in the material world. No record of that primitive people was ever written in any of the ancient histories. How has the story of their life been read? The new science of comparative philology has wrought this result. It has shown us the ancient Aryan home; the husbandman with his bronze plow; the shepherd with his flock and his dog; the carrier with his bronze-wheeled cart; the instructor with his decimal system, his lunar division of time, and his pure conception of Deity. It has revealed the fact that the Hindoos and the Persians, the Greeks and the Romans, the Celts, the Teutons and the Slaves are all one people—of one common ancestry and heritage. It tells the millions of subjects in India that their Empress Victoria is not a foreign monarch; that the opening of the portals of the East means only the reunion of brothers long divided.

Such is the history which first claims the attention of the Reading Circle. In the volume selected it is thoroughly condensed, and will require careful and attentive perusal.

First Week. 1. The central point in history. Error in our chronology. The Saviour born 4 B. C. 2. The three divisions of history and their boundaries. 3. The one historic race. Its three great branches. The characteristics of each. 4. The ancient Aryans. Their country. Their civilization. How all our knowledge of them is obtained. 5. The Aryan migrations. The two Aryan families of Asia, and the five of Europe. The nations descended from the latter. 6. Other races. 7. The commencement of civil history.

Second Week. 1. Old sources of information on Egyptian history. Herodotus and Manetho. 2. Geographical features of Egypt. Peculiarities of the Nile. 3. The Old Empire. Its period in history. The pyramid builders. Memphis and Thebes. 4. The Middle Empire. The Shepherd Kings. Four centuries of darkness. 5. The New Empire. A thousand years of glory. Thotmes III. (His pillar in Central Park, N. Y.) Amunoph and the statue of Memnon. The conquests of Rameses. His library. 6. The decline of Egypt. The Pharaohs of Scripture and the temporary restoration of Egypt. Final decline and conquest.

Third Week. 1. The King. His training and mode of life. 2. The priests. Their ceremonials. 3. The soldiery. Their equipment. 4. The lower classes. 5. Egyptian writing. Erroneous ideas concerning the hieroglyphics. The Rosetta stone. The discovery of an alphabet. 6. The papyrus rolls. 7. Literature. The Book of the Dead. The oldest book in the world. The nature of the miscellaneous works. 8. Egyptian education. 9. Character of Egyptian architecture. 10. Sculpture and painting. Faults in drawing. 11. The useful arts. Work in metals. Lost art in glass-making. The gold smith's art. Veneering. The culture of textile plants. Perfection of spinning and weaving. Tools and implements.

Fourth Week. 1. General difference between the religious views of the priests and those of the masses. 2. Ideas concerning the sun. The use of the scarab. 3. The three orders of gods. Triads of gods. Stories and beliefs concerning Osiris and Isis. 4. The worship of animals. The bull in the temple at Memphis. The crocodiles and other animals. 5. The art of embalming. Burial customs. Effect of religious belief and customs on national character.

SUNDAY READINGS (SUGGESTIVE).

First Sunday—Address to the Mummy of Belzoni's Exhibition—Horace Smith.

Second Sunday—Abraham in Egypt, Gen. 12; Joseph in Egypt, Gen. 37-47.

Third Sunday—Moses in Egypt, Gen. 50, Ex. 1-15.

Fourth Sunday—Psa. 105, Isa. 9, Ezek. 29-30, Matt. 2.

METHODS OF INSTRUCTION. By Geo. P. Brown.

The Text-book for the regular course of reading in the above subject is "Parker's Talks on Teaching." It is suggested that the following division of the book be made:

First month's work.....	pages	19- 52
Second " "	"	53- 70
Third " "	"	71- 94
Fourth " "	"	95-119
Fifth " "	"	120-142
Sixth " "	"	143-182

Suggestions for Work of First Month.

PRELIMINARY.—1. Fix clearly in mind the purpose of the school: "The generation of power" and useful information. This is accomplished by (1) Training the will to habitual obedience to all school requirements (2) Training the intellect in correct habits of observation, generalization, and reasoning. (3) Acquisition of knowledge and skill.

2. What is *method*? What must determine the method in any given case? What is a natural method?

3. State the relation of the skill of the teacher to perform well all the technical work of the school, to his success in training others to do so.

READING.—1. Define Reading: *a.* Silent Reading. *b.* Oral Reading. What is their relative value? 2. What relation has the child's knowledge and habits on entering school to his learning to read? 3. Define the process of learning to read. How are words and things associated so that one will suggest the other? 4. What difference is involved in learning to read words and sentences? How does the sentence help to the meaning of the word? Distinguish between a thought and an idea. 5. What is the best way of associating an idea with its word? 6. What is the "word method"? What are the other distinctive methods? 7. What are the excellencies and what the defects of each? 8. What use can be made of imitation in teaching reading? 9. Should script or print be used at the beginning? 10. What relation has a knowledge of the diacritical marks to learning to read? 11. What use can be made of the child's power to discover resemblances, in teaching him to read?

STATE NORMAL SCHOOL NOTES.

The Fall term of this institution opened September 2d with a large attendance. It is gratifying to see that the number of men and women who desire to prepare themselves for teaching by making a study of the teaching art is increasing. Too many yet think that the only

preparation demanded of the teacher is a knowledge of the branches required by law. They judge the requirements for teaching to be the same as the requirements for getting a license, with the questions on Theory of Teaching and all reference to success and professional knowledge left out. But our best county superintendents and all city superintendents of any educational standing, make the professional element of, at least, equal importance with the scholastic, and give preference to those teachers who give evidence that they possess it.

A class of college graduates has been formed in the State Normal this year, who enter to complete the College Graduate course of one year. This is a new feature of the Normal School work, and promises to be a very valuable one. Two men have already completed this course and are now occupying good positions as superintendents who were, previously, doing the work of the ordinary teacher in the common schools. Their professional studies have made it possible for them to make that use of their superior scholarship and mental discipline that enables them to maintain themselves in positions where directive power is demanded.

Graduates and under graduates of the State Normal are requested to inform the president of their present location, and the positions they occupy. He desires to know how many are now engaged in teaching.

* * *

COUNTY INSTITUTES.

LAGRANGE COUNTY.—The work was done chiefly by Prof. W. H. Payne, of Michigan University, and Miss Carrie B. Sharp, of Fort Wayne, and therefore the instruction was of the highest order. In but few other counties in the state has there been so much work done in mental science, hence the high appreciation of Mr Payne's work. Supt. Machan received the hearty thanks of the teachers for the faithful and efficient work he is doing.

UNION COUNTY.—As usual the institute seemed this year the best yet held. A. B. Johnson, of Avondale, O., was the principal instructor; and the fact that it is his third year in this county indicates that his work is appreciated. Mr. Chrisman, of Logansport, was also with us and did good work. Mr. Short, of Liberty, and other home workers did acceptable work. Union claims to have taken the lead at the Madison Exhibit in both quantity and quality of work shown. C. W. Osborne is our efficient county superintendent

DAVISS COUNTY.—The county institute met August 18th. 240 persons were enrolled, 150 of whom were teachers or preparing to become such. Mrs. R. A. Moffitt of Rushville, D. M. Geeting of New Albany, T. A. Crosson of Evansville, W. F. Hoffmann and

Hamlet Allen of Washington, were the regular workers. Reading and Language, as given by Mrs. Moffitt, were well received. Some excellent actual class work in 1st and 2d grades was given by Mrs. C. E. Smith and Miss Annie Allen. A free excursion to the Cannelburg coal mines was given by the O. & M. R. R. Night sessions were held Tuesday and Wednesday nights, and an elocutionary entertainment given Thursday night by Mrs. Moffitt. All the work was good, and all seemed well pleased.

HENDRICKS COUNTY.—Institute convened at Danville August 25th. The regular instructors were Profs E. E. Smith and L. S. Thompson of Purdue, and Prof H. B. Jacobs of Indianapolis. These were assisted by James B. Ragan of the Richmond Normal, and resident teachers. Two lectures were delivered by Prof. Smith and by Mr. Beadle, of the Rockville *Tribune*. The latter's subject was "The Gods of Rome and Greece." Enrollment about 200; a noticeable event was the *regular* attendance. The lessons of Prof. Thompson were practical and are bound to be the seed of much fruit. The institute resolved that the county superintendent should charge each applicant for license 50 cents as an additional fund to procure institute instructors.

HOWARD COUNTY.—The annual institute met August 25th. The outline of work as prepared by the State Board was followed throughout, and the work was presented in a manner which met with the approval of all present. The instructors for the week were W. A. Bell, H. G. Woody, M. F. Ault, and J. E. Locke. One of the best features of the week was a lecture delivered on Thursday morning by Rev. N. N. Smith, of the Baptist church; subject, "Relations of the Church and School." A portion of the afternoon session on Monday was devoted to the business meeting of the "Howard Co. Teachers' Association." This is a permanent organization of one hundred members, and is devoted to the advancement of the teachers' profession. The enrollment for the week reached 132, with an average attendance nearly as large. No small share of this success is due to our worthy Supt., J. W. Barnes. Very strong temperance resolutions were adopted.

MARY F. BAIRE, Sec'y.

PERSONAL.

O. Z. Hubble has charge at Bristol.

W. H. Logan has charge at Jasper.

J. B. Evans is principal at New Ross.

P. V. Voris will remain at Jamestown.

Simon Taylor presides at Yankeetown.

J. W. Runcy stands high at Ft. Branch.

S. G. Pattison is at the head at Waveland.

J. M. McBroom has the Edinburg high school.

M. N. Mikel "wields the birch" at Darlington.

E. R. Smith has charge of the Chauncy schools.

J. S. Zuck is principal of the Waynestown schools.

Temple H. Dunn still holds the fort at Crawfordsville.

C. M. Lemon is at the head of public schools at Ladoga.

C. E. Newlin is principal of the high school at Frankfort.

W. D. Chambers has been elected principal at Lexington.

A. E. Davison is principal of the high school at Rochester.

A. N. Crecraft is superintendent of the Brookville schools.

Chas. C. Stillwell has charge of the schools at Fort Branch.

J. E. Bishop will superintend the Bryant schools next year.

E. P. Clemens is principal of U. L. Institute at Spartansburg.

W. H. Nesbit is serving his second year at Farmers Institute.

Milton J. Mallery continues in charge of the Danville schools.

V. E. Livengood continues in charge of the schools at Covington.

P. P. Stultz remains as superintendent of the Mt. Vernon schools.

W. C. Belman remains in charge at Hammond, at a salary of \$1,100.

B. J. Bogue is retained with emphasis at the head of the LaGrange schools.

J. T. Perigo returns to his first love and takes charge of the Newburg schools.

John W. Perrin, formerly of Newport, Ind., is teaching this year at Catlin, Ill.

Will O. Warrick, a graduate of the State Normal, is principal at Worthington.

Maggie S. Easly, last year of Albion, is now principal of the school at Glasford, Ill.

Miss Sallie Crawford has changed from Elkhart to Mishawaka, on a higher salary.

Miss Flora M. Weed, of Fort Wayne, has been elected teacher in Purdue Academy.

J. R. Starkey is serving his ninth year as superintendent of the schools at Martinsville.

A Whiteleather, a State Normalite, has been appointed principal of the Bourbon schools.

H. S. Tarbell, late of Indianapolis, was given a grand reception at Providence before he was allowed to enter upon his duties as superintendent. The reception was given by the school board, of about 100 members, and the city council. It took place in a public hall, and was followed by a supper and addresses. The narrow prejudice against "foreigners" that exists in some of our western cities seems to be lacking in Providence.

BOOK TABLE.

Hurst's Movable and Reversible Compend of Slate Work, Penmanship and Drawing. Indianapolis: H. P. Hurst.

The above heading tells the story. Gen. Hurst has crowded much that is valuable to the teacher into small compass. The primary teacher especially will be helped. The Compend must be seen to be appreciated.

The Century for October closes another volume. To those readers who have kept pace with Dr. Sevier, by Geo. W. Cable, perhaps the October number is exceedingly interesting, in that it contains the concluding chapter of that very powerful serial. This novel must rank with the very first works of its kind in style and substance. The other articles are in no way inferior. *The Century* holds front rank in American magazine literature, and deserves its present very wide circulation.

Guide to Penmanship, Letter-writing, etc. G. A. Gaskel, Editor and Publisher, New York.

This book contains a brief sketch of some of the penmen of to-day, with specimens of their writing and flourishing, together with instructions to the learner; business forms and letter-writing; alphabets for pen-lettering, and a large number of recipes for making ink of various kinds and colors. The flourishing ranks from fair to excellent. It contains more than a hundred pages, bound in boards. \$2 00.

The Atlantic for October is full of varied and good things. Many men with many minds can here find something of interest and profit. The student of literature will read with interest the review of George Herbert Palmer's translation of the *Odyssey*. The student of history will find an interesting chapter of American history on "The Battle of Lake George," by Francis Parkman, and another on "Washington and his Companions," by George Houghton. A characteristic poem by Oliver Wendell Holmes will be read by his admirers, while the continued chapters of "In War Time" must be pronounced as good if not better than preceding chapters. In short it is a magazine of first-class matter suited to the most different tastes.

T. Y. Crowell & Co., of New York, are giving to the public the cheapest line of standard books in the country. There are now before us the poems of Dante G. Rossetti, Dinah Muloch, Swinburn, and a volume of selected poems. Each of these books is bound in cloth with beautifully designed covers, is printed on smooth, agreeable paper, each page being bordered with red lines. Hence the name "Red Line Series." The edges are full gilt, affording a protection against dust, and each book can be bought for the low sum of \$1.25. The same books without red lines can be bought for \$1.00. Messrs. Crowell & Co. have 59 volumes of standard poems, printed in the above style, at price named. Send to 13 Astor Place, N. Y., and get his order list.

Barnes' General History. Published by A. S. Barnes & Co., New York and Chicago.

This book, of 600 pages, aims to give the pupil a brief knowledge of the history of the world, excluding a history of America. Of course the portion devoted to each country must be brief, but it is so ar-

ranged as to be eminently suggestive. While giving a glimpse only of important events, this is given in such a manner that the pupil is stimulated to know more. That he may not be at a loss to know where to find the information he desires, there is appended to each chapter a list of books which will afford him a wide field in which to gather information. An interesting and profitable feature of the book are the chapters devoted to manners and customs of the different people. This book has been selected by the Indiana Reading Circle as an outline of work in General History. A. S. Barnes & Co. will take great pleasure in sending to any address their circulars and descriptive catalogue.

BUSINESS NOTICES.

See the advertisement of Cowperthwait & Co. on another page. Their new Supplementary Readers are beautiful and well worth examining.

Houghton, Mifflin & Co., whose advertisement is found on another page, publish a large list of books of the highest literary merit. Their Riverside Literature Series gives the best English Classics at minimum prices. Send for their catalogue.

HIGH SCHOOL EDITION.—*The School News* with the October No. will issue a High School Edition, specially prepared for the pupils of High Schools. It will be sent for eight (8) months on a new plan of subscription which will make it possible for every pupil in a high school to become a subscriber. The October No. will contain a map of Tonquin, picture of Washington Monument, etc. Principals are requested to send for sample copy at once. Henry D. Stevens, publisher.

CHEAP EXCURSION TO RICHMOND, IND.—FRIENDS' YEARLY MEETING — For the accommodation of all desiring to attend the Friends' Yearly Meeting, the Pan Handle Route has arranged to run a special Cheap Excursion to Richmond and return, on Sunday, October 5, 1884. As this will be the last Sabbath of the meeting, the exercises will be of a very interesting character, and the opportunity to witness them should not be missed. The special train will leave Indianapolis at 7:00 A. M., arriving at Richmond at 9:55 A. M. Returning, special train will leave Richmond at 5:15 P. M. Fare for round trip \$1.25.

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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

NOVEMBER, 1884.

No. 11.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

XI.

JOHN McKNIGHT BLOSS.

✓
“I CALL, therefore, a complete, generous education, that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both public and private, of peace and of war.” Such is the definition given by the greatest scholar of the seventeenth century. In the school the foundations should be laid broad and deep for the culture of the mind and the training of the heart to virtue. Such an education is a fitting preparation for any life-work.

• The Hoosier Schoolmaster and the Hoosier School Boy had much to do with the American Conflict. I write of one whose purity of character was an example to his comrades in the days when youths were freed from the restraints of home society and exposed to the corrupting influences of the camp, and whose blameless life has to-day a power which precept alone can never exert; of one who has adorned the profession to which his years have been given, and whose administration of the high office of Superintendent stands in our history as a very valuable service to the cause of education in Indiana.

JOHN McKNIGHT BLOSS was born in Washington county, near New Philadelphia, January 21, 1839. The community in which

he was reared was composed largely of Presbyterian Seceders—the fiery and zealous U. P.'s of the present day, who oppose capital punishment and secret societies, and sing psalms like Havelock's Saints. His early education was received from George Clark, a West Point cadet—the son of Adj. Gen. Maston G. Clark, of Governor Harrison's time. In his fifteenth year he entered the school of Rev. John M. Stocker, in the village, and on the 20th of September, '54, he was admitted to the preparatory department of Hanover College—the oldest institution of the kind in Indiana. In the picturesque village of the same name he passed the next six years at his studies, with slight interruptions when he taught for a term or two in district schools. In '60 he was graduated with honor. In the fall of that year he was engaged as teacher of the town school of Livonia, where he remained until the breaking out of the gigantic war of the States.

Shortly after the reduction of Fort Sumter by the Confederate batteries, the young teacher presented himself at the desk of the War Governor in the State Capitol, and tendered the services of the youths of Livonia, who desired to form a company.

"I am sorry I can not accept them," said Morton, "but we have already sixty-six companies more than the quota of the State."

It was late in the summer before an opportunity was presented for enlistment. One day there arrived at the capital a company which was soon to become singularly renowned—a company of men of splendid physique, whose intelligent faces well bore out the impression conveyed by their strength of form. At their head was Capt. Kopp, six and one-third feet tall, with Lieut. David Van Buskirk, whose height lacked scarce an inch of seven feet. In this strange company, perhaps the tallest in the world, which would have delighted the heart of the eccentric Frederick of Prussia, was Sargeant Bloss, a strong and manly youth of more than average stature.

The first baptism of fire was received by the Tall Boys in October, when they witnessed at Bail's Bluff that most unfortunate engagement in which so many brave men were cut off like the

Helvetians at the Arar. The autumn wore away, and there was no further conflict with the enemy in the field. But the enemy of the camp, fierce and relentless fever, raged with awful visitation throughout the army. On the 10th of November the name of Sergeant Bloss was entered upon the hospital rolls. But he did not know of it. A strange *diablerie* of frozen flames and burning rivers and flashes in darkness and jar of earthly and unearthly sounds held carnival in his brain. Nor was he conscious when he was borne down the Potomac in a scow, his form extended across a dead comrade and half submerged in the slimy ooze of the vessel. Long seemed Azrael to wait at his bed-side. But life was strong; and when the fever left him and the early spring of Maryland came with sweet awaking, strength came to the wasted frame. Ah, glorious '62! Year of hope and triumph to the North; year of great and marvelous deeds! Only in the East was the hope deferred which maketh the heart sick.

On the 24th of May, the day before the battle of Winchester, which began at Front Royal, the Tall Boys were in the vicinity of New Town, their haversacks filled with rations for a long march, on their way and exposed to fire. Crash! came a cannon ball through the air, and Sergt. Bloss sank to the ground—not dead, but living as by miracle. The ball had passed directly beneath his shoulder, carrying away the haversack under his arm. The phenomena of concussion were most clearly exhibited in the blackened surface of the body and arm and in the utter lack of strength which resulted. Next day found the soldier on the ambulance train, unable yet to enter the ranks. On the 9th of August was fought the battle of Cedar Mountain—Slaughter's Mountain, the confederates called it—in Pope's campaign. The Tall Boys had been advanced as skirmishers to the top of the adjacent mountain. The battle raged with varying results. The enemy advanced between this mountain and our army, and held the ground at nightfall, unconscious of the nearness of our boys upon the ridge. Amid indescribable peril the beleaguered Hoosiers threaded their way in the darkness through the lines of the foe to their anxious comrades. The second battle of Bull Run was fought in the last of August, Gen. Pope sustaining a severe

defeat; and then, amid the dismay of those who loved the Union, commenced the invasion of the Southern army, as—

—Lee marched over the mountain wall—
Over the mountains, winding down,
Horse and foot into Frederick Town.

Immense armies were now massed in the vicinity of Washington. McClellan, who had been again placed at the head of the forces defending the Federal city, was fearful of any movement which might leave the Capital exposed. And now occurred one of the strangest events of the war.

General Lee divided his army, sending Stonewall Jackson to capture Harper's Ferry, and directing Gen. D. H. Hill to move from Frederick to South Mountain. The latter was intensely displeased with the order he received, and threw the dispatch upon the ground in contempt. Nevertheless, he sullenly obeyed and moved forward. And thus the great army of the Confederacy was divided in three, for a series of rapid movements, the leader trusting to Gen. McClellan's ignorance of his plans for success. On the 13th of September Sergeant Bloss commanded a skirmish line in the advance upon Frederick. There was a pause in the march, and the soldier boys threw themselves down upon the grass for a short rest. It was about 9 o'clock in the morning. The day was fair, and there was nothing to indicate that thousands of men bearing engines of death had left the scene but a few hours before.

"What is that, Mitchell?" asked the Sergeant of a companion.

"An envelope," was the reply.

"Hand it to me."

On picking up the package which lay at his feet, Mitchell found two cigars and a folded letter, the former of which he playfully divided, and the latter he gave to the officer. *It was the dispatch of General Lee.* The orders for the movements of the various corps were given in full. The writer showed his reliance upon McClellan's ignorance of his designs for the success of the movements and the safety of the army. No time was lost in forwarding the Confederate dispatch to the commandant. No more valuable discovery could have been made. What infinite

possibilities must have presented themselves to the mind of McClellan as he reviewed the situation! What an opportunity seemed now offered! To relieve our boys at Harper's Ferry, to capture Hill at South Mountain, and to overwhelm the weakened army of Lee would be practically to close the war. Not all this, we know, was achieved. Harper's Ferry was unhappily surrendered to Stonewall Jackson. But Hill was driven back from South Mountain, and General Lee soon saw that his plans were discovered and his scheme of invasion was ruined, and moved quickly to a better position on the Antietam, there to stand the shock of our advance.

The columns of the press and the pages of history devoted to the Lost Dispatch would fill volumes.* Singularly, all connected with it have been connected with the educational world. The writer of the order passed his closing years as President of Washington and Lee University, and the recipient and the discoverer were contemporaneously President of the Arkansas State University and State Superintendent of Indiana.

Sunrise on the 17th of September ushered in the terrible conflict of Antietam, or Sharpsburgh. The safety of the capital hung in the balance. When darkness fell, twenty thousand men lay dead or wounded on the field. Among the brave boys smitten but not killed by the leaden hail was Sergt. Bloss, who received the appointment of First Lieutenant to succeed Van Buskirk, the latter succeeding to the Captaincy through the death of Kopp. The Capital was saved, and the invasion of Maryland had miserably failed. Still, the army of Lee was not captured, but retired with broken ranks only to recruit for another invasion.

An advance on the Confederate Capital under Fighting Joe, in the spring of '63, was repulsed in the first days of May at Chancellorsville, where brave Stonewall fell in the hour of victory, slain by a mistaken fire from his own lines. Here, Lieut. Bloss was again wounded, though slightly. Fighting Joe organized his defeated columns to defend Washington, and Lee moved rapidly to the northward to invade Pennsylvania. Through the

* See Am. Cyclopaedia, Annual for '62, page 140; Barnes's School History of the United States, page —.

1st, 2d, and 3d of July Lieut. Bloss stood upon the horrid field of Gettysburg, while batteries thundered, the earth shook, and the air was hot with the sulphurous breath of hell. The turning point of the war was past, and the scale of the Union ascended. In August the Tall Boys were ordered to the West. In the battle of Resaca, May 15, '64, Captain Bloss—promoted twelve days earlier—was wounded for the third time, and again lay amid the sufferers in the long rows of the hospital. The following August found him at the capture of Atlanta. On the 17th of October he resigned, on account of ill health, having served nearly through the war.

Such, in meager outline, was the career of one of our soldier boys. Despite his youth, his long sickness, and his repeated wounds, he won a very honorable rank in the army. However, the value of a soldier's services is not always to be estimated by his epaulettes. More bravery, more endurance, more faithfulness, more influence for good, more contributions to success may belong to a less distinguished soldier than to a general; and I know of none to whom a soldier's honors are more deservedly given than to the subject of this sketch.

In the winter of '64 Mr. Bloss pursued post-graduate studies, and the next year taught in New Philadelphia. His rise in the profession of teaching was rapid. For four years—till '70—he was principal of the Academy at Orleans. Then he was chosen principal of the Female High School at New Albany. Five years later he was advanced to the superintendency of the city schools of Evansville—the second city in size in Indiana, and thus became a member of the State Board. In '80 he was elected Superintendent of Public Instruction. At the head of the State Department his high abilities were shown in every phase of his work.

For years he had been an eminent and practical worker in the Institutes. He now gave direction to this work throughout the State by issuing an Outline for Institute instruction—the first of the kind issued in Indiana—for the summer of '81. Since then the Outlines have been published annually, and have won the highest praise from the entire country,—that of '82, also prepared under his direction, being appropriated largely to the use of other States.

The financial statistics of the Department received the most careful and patient attention at his hands. His work in this line recalled the time of Supt. Rugg. He prepared an additional form for auditors' reports, to guard more effectually the revenues raised by special tuition taxes. County officers had many reports returned for explanations of obscurities, and for correction of the errors that are inevitable in the management of such large sums of money by so many different persons and in so extensive and complicated a system of accounts. The good results of this rigid scrutiny of the returns were everywhere apparent, and by none were the Superintendent's efforts more highly appreciated than by those officers on whom fell heavier labors in consequence.

Nothing seemed to escape Superintendent Bloss's scrutiny. A city which contained a large number of students from abroad, in attendance at a private school, secured an undue share of the school revenue by including these students in the reports of enumeration of school population. This practice, which had resulted in the accumulation of a "surplus revenue fund" unknown to the law, was summarily stopped by the Superintendent's characteristic and somewhat famous decision: "Persons residing temporarily within a corporation for the purpose of studying at a school or college there located, do not acquire a legal residence therein, and the trustees of such corporation *have no more right to enumerate them than they have to enumerate a Sunday-school picnic from a neighboring county, that they might chance to find spending a day within their borders.*" People readily understand a decision of that kind.

The keen sagacity and the determination of the Superintendent were shown in the unraveling of a plot, the history of which forms a chapter of romance almost as absorbing as that of the Diamond Necklace. The question lists of the State Board were abstracted by unknown hands from the sealed packets, and sold secretly among applicants for teacher's licenses in some counties of the State, to the scandal and chagrin of school officers. Suspicion was all at sea. Our admirable system of examinations, the superior of all others, was in jeopardy. To trace out the malfeasance was a task worthy of a Pinkerton. I have not space to

describe the plot and counter-plot, the cunning of the malefactors, the unerring choice of assistants by the Superintendent in the forming of a novel "secret service" of the Department, and the ingenious methods adopted by him to accomplish the result. The end was gained. A wholesome lesson was taught the youth of the State, and a warning was given to public servants, which will not soon be forgotten.

During the term of Supt. Bloss there was no great educational exhibition, neither was there any material change in the school system. But everywhere was there growth and prosperity, and the Department was administered justly, skillfully, and magnanimously.

Supt. Bloss shared the fate of all his colleagues in the Republican defeat of '82. Since retiring from the Department he has held the position of Superintendent of the Muncie schools. No educator in our State is more beloved by the people, and none have received higher State honors in the power of his party to bestow.

PERCENTAGE.

BY W. E. LUGENBEEL.

I. DEF.—Percentage embraces the methods of computation in which the multiplier, divisor or quotient is a fraction of which the denominator is 100.

II. TERMS—

Basis—The number of which the *hundredths* are taken.

Percentage—The number arising from taking the *hundredths* of the Basis.

Rate per cent.—The fraction representing the number of hundredths to be taken of the Basis.

Amount—The number arising from adding Basis and Percentage.

Difference—The number arising from taking Percentage out of the Basis.

Remarks—The *Rate* represents the numerator of the fraction expressing *Rate per cent.*

III. SYMBOLS—

B=Basis; P=Percentage; R per cent.=
Rate per cent.

R=Rate; A=Amount; D=Difference.

IV. MANNER OF EXPRESSING RATE PER CENT.

- a. Decimal Form,—as $.05$ —five per cent.
- b. Fractional Form,—as, $\frac{5}{100}$ —five per cent.
- c. Modified Fractional Form,—as, 5% —5 per cent.

V. MANNER OF CHANGING FROM ONE FORM OF RATE PER CENT. TO ANOTHER FORM OF EQUAL VALUE.

a. *Decimal form to modified fractional form.*

- (1) Move decimal point two places of figures to the right and express per cent. sign— $.03=3\%$.

b. *Modified fractional form to decimal form.*

- (1) Move decimal point two places of figures to the left and suppress per cent. sign— $2\%=.02$.

c. *Fractional form to decimal form.*

- (1) Move decimal point two places of figures to the left and suppress the denominator— $\frac{5}{100}=.05$.

d. *Fractional form to modified fractional form.*

- (1) Suppress denominator and express per cent. sign— $\frac{5}{100}=5\%$.

VI. GENERAL PRINCIPLE.

Base is always equal to 100 per cent.

VII. ANALYSIS.

a. *Case I, of analysis.*

- (1) *Principle*—Put 100 % equal base, and reason from many per cent. to one per cent., then from one per cent. to as many per cent. as the conditions of the problem may require.

(2) *Cases of Percentage included.*

1. Case I—given B and R per cent. required P.
2. Case III—given P and R per cent. required B.
3. Case IV—given A or D & R per cent. required B.

(3) *Formulas of.*

1. Case I.

(a) Expression.

- $$\left\{ \begin{array}{l} (1) \text{ Statement of problem.} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B. \\ 1 \text{ per cent.} = B \div 100. \\ R \text{ per cent.} = B \div 100 \times R = P. \end{array} \right. \\ (3) \therefore \text{ Conclusion.} \end{array} \right.$$

(b) Example.

- $$\left\{ \begin{array}{l} (1) \text{ 6 per cent. of } \$120 = \text{what?} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = \$120. \\ 1 \text{ per cent.} = \frac{1}{100} \text{ of } \$120. \\ 6 \text{ per cent.} = \frac{6}{100} \text{ of } \$120 \times 6 = \$7.20. \end{array} \right. \\ (3) \therefore 6 \text{ per cent. of } \$120 = \$7.20. \end{array} \right.$$

2. Case III.

(a) Expression.

- $$\left\{ \begin{array}{l} (1) \text{ Statement of problem.} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B. \\ R \text{ per cent.} = P. \\ 1 \text{ per cent.} = P + R. \\ 100 \text{ per cent.} = P + R \times 100 = B. \end{array} \right. \\ (3) \therefore \text{ Conclusion.} \end{array} \right.$$

(b) Example.

- $$\left\{ \begin{array}{l} (1) \text{ 6 per cent. of what number} = \$30? \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B \text{ or number.} \\ 6 \text{ per cent.} = \$30. \\ 1 \text{ per cent.} = \frac{1}{6} \text{ of } \$30. \\ 100 \text{ per cent.} = \frac{1}{6} \text{ of } \$30 \times 100 = \$500. \end{array} \right. \\ (3) \therefore 6 \text{ per cent. of } \$500 = \$30. \end{array} \right.$$

3. Case IV.

(a) First Part.

1. Expression.

- $$\left\{ \begin{array}{l} (1) \text{ Statement of problem.} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B. \\ 100 \text{ per cent.} + R \text{ per cent.} = A. \\ 1 \text{ per cent.} = A + (100 + R). \\ 100 \text{ per cent.} = A + (100 + R) \times 100 = B. \end{array} \right. \\ (3) \therefore \text{ Conclusion.} \end{array} \right.$$

2. Example.

- $$\left\{ \begin{array}{l} (1) \$125 \text{ is 25 per cent. more than what num.?} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B \text{ or number.} \\ 100 \text{ per cent.} + 25 \text{ per cent.} = \$125. \\ 1 \text{ per cent.} = \frac{1}{125} \text{ of } \$125. \\ 100 \text{ per cent.} = \frac{1}{125} \text{ of } \$125 \times 100 = \$100. \end{array} \right. \\ (3) \therefore \$125 \text{ is 25 per cent. more than } \$100. \end{array} \right.$$

(b) Second Part.

1. Expression.

- $$\left\{ \begin{array}{l} (1) \text{ Statement of problem.} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B \text{ or number.} \\ 100 \text{ per cent.} = R \text{ per cent.} = D. \\ 1 \text{ per cent.} = D + (100 - R). \\ 100 \text{ per cent.} = D + (100 - R) \times 100 = B. \end{array} \right. \\ (3) \therefore \text{ Conclusion.} \end{array} \right.$$

2. Example.

- $$\left\{ \begin{array}{l} (1) \text{ \$80 is 20 per cent. less than what number?} \\ (2) \left\{ \begin{array}{l} 100 \text{ per cent.} = B \text{ or number.} \\ 100 \text{ per cent.} - 20 \text{ per cent.} = \$80. \\ 1 \text{ per cent.} = \frac{1}{10} \text{ of } \$80. \\ 100 \text{ per cent.} = \frac{1}{10} \text{ of } \$80 \times 100 = \$100. \end{array} \right. \\ (3) \therefore \$80 \text{ is 20 per cent. less than } \$100. \end{array} \right.$$

b. Case II, of analysis.

- (1) *Principle*—Put base equal 100% and reason from many of any denomination to one of that denomination, then from unity to as many of that denomination as the condition of the problem may require.

(2) *Cases of Percentage included.*

1. Case II—given B and P, required R per cent.

(3) *Formula.*

1. Expression.

- $$\left\{ \begin{array}{l} (1) \text{ Statement of problem.} \\ (2) \left\{ \begin{array}{l} \text{Base} = 100 \text{ per cent.} \\ 1 = 100 \text{ per cent.} + B \\ P = 100 \text{ per cent.} + B \times P = R \text{ per cent.} \end{array} \right. \\ (3) \therefore \text{ Conclusion.} \end{array} \right.$$

2. Example.

- $$\left\{ \begin{array}{l} (1) \text{ \$20 is what per cent. of } \$80? \\ (2) \left\{ \begin{array}{l} \$80 = 100 \text{ per cent.} \\ \$1 = \frac{1}{10} \text{ of } 100 \text{ per cent.} \\ \$20 = \frac{1}{10} \text{ of } 100 \text{ per cent.} \times 20 = 25 \%. \end{array} \right. \\ (3) \therefore \$20 \text{ is 25 per cent. of } \$80. \end{array} \right.$$

VIII. APPLICATION.

a. Without considering Time.

- (1) Loss and Gain; (2) Commission; (3) Insurance; (4) Brokerage; (5) Stocks; (6) Taxes; (7) Duties or Customs; (8) Commercial Discount; (9) Premium and Discount in Exchange.

b. With regard to Time as an Element.

- (1) Simple and Compound Interest;
(2) Bank and True Discount;
(3) Annuities.

IX. TEACHING.

- a. Thoroughly drill upon the distinctions of the terms or quantities.

- b. Do not pass from the cases of Percentage until the pupil can distinguish the quantities, Base, Percentage, Amount or Difference in the most difficult problems.
- c. In the applications observe the same care in determining what quantities represent the terms of Percentage.
- d. Give special attention to the solutions by analysis. The brief business rules should always be developed by the analytic solution.
- e. Require absolute accuracy in the solution, the omission of the dollar mark or per cent. sign being considered grave errors.
- f. Do not be satisfied with the number of problems in the text-book, but originate many, and always require the pupils to determine the case of analysis applicable.
- g. In Interest and Discount and their application, teach *one* good method. Do not confuse the pupils with several "lightning rules."

ANALYSIS OF THE "SHORT ANALYSIS METHOD" OF CALCULATING INTEREST.

- (1) Problem—Int. of \$150 at 6% for 1 yr. 3 mo. 12 da. = what?
- (2) Solution—
- | | |
|-----|--|
| (1) | 1 yr. 3 mo. 12 da. = 15.4 mo. |
| (2) | Int. for 12 mo. at 100% = \$150, or Prin. |
| (3) | Int. for 12 mo. at 1% = $\frac{1}{100}$ of \$150 = \$1.50. |
| (4) | Int. for 12 mo. at 1 per cent. = $\frac{1}{100}$ |
| (5) | ∴ Int. for 1 mo. at 6 per cent = $\frac{1.50 \times 6}{12}$ |
| (6) | And Int. for 15.4 mos. at 6 per cent. =
$\frac{1.50 \times 6 \times 15.4}{12}$, cancellation, = \$11.55. |
- (3) Conclusion—∴ Int. of \$150 @ 6 per cent. for 1 yr. 3 mo. 12 days = \$11.55.

From the preceding analysis the following rule is obtained. The method is the one from which all the "lightning methods" may be derived. Perhaps it is briefer than any of the derived processes. It is applicable to any rate per cent. and possesses the advantage of being perfectly clear.

RULE.—Multiply 1 per cent. of the principal by the *rate* which is a whole or mixed number, this product by the time expressed

in months and tenths of a month ; divide the last product by 12, the number of months in a year.

Indicate the operation and cancel. If the time is expressed in days, divide by 360, for New York, by 365.

S. I. NORMAL SCHOOL, MITCHELL, IND.

METHODS OF TOPICAL ANALYSIS.

. (By Diagram.)

THE true teacher, whatever his errors, wishes to teach in the best way—that way which will most certainly accomplish his object. There are several methods of making topical analyses ; which shall the teacher select ?

In deciding three points should be kept in view : First, the form should contain all points essential to subject to be set forth ; second, it should be as brief as possible, hence excluding all minor points ; third, it should be simple, avoiding all complexity of device ; and, if possible, so simple that the method itself should be self-explanatory.

It is for this reason that the writer does not make use of the "Exponential System," and he desires with all fairness and candor to attempt to convince young teachers that it is not the best. The system is very complicated, and hence difficult for young people to understand. Older teachers are often called upon to explain it ; while those who make use of it usually enter into an elaborate explanation before proceeding to employ it before a class, or an institute. To strangers who may happen to be present, the whole thing is Greek, however well they may understand the subject under consideration. They feel like the Scotchman whose pastor had presented to him a copy of "Pilgrims Progress, with Explanatory Notes." On being asked whether he could understand the book, he replied that he understood the story, but had great trouble in understanding the explanations.

The following form of analysis is given, and the reader is asked to compare it with the exponential analysis of the same subject. Note its simplicity and compactness.

TOPICAL ANALYSIS.

By the System Used by the Majority of Scientific and Literary Men.

THE PRONOUN.

I. CLASSES:

1. *Personal*.—I, thou, he, she, it.
2. *Relative*.—Who, which, what, that.
3. *Interrogative*.—Who? which? what?
4. *Indefinite*.—Who, which, etc.

II. SUBDIVISIONS:

1. *Of the Personal*:
 - (a) Simple—I, thou, he, she, it.
 - (b) Compound—Myself, thyself, yourself, himself.
2. *Of the Relative*:
 - (a) Simple—Who, which, what, that.
 - (b) Compound—Whoever, whichever, whatever, whosoever, whatsoever, etc.
3. *Of the Interrogative and Indefinite*—No subdivisions.

III. PROPERTIES:

1. Gender; 2. Number; 3. Case; 4. Person.
- These are the same as the noun.

IV. ANTECEDENT:

1. Personal and Relative have antecedents.
2. Interrogative and Indefinite have none.

Let it be noted that the above method is self-explanatory. It is also the method employed by the lawyer in his brief, by the clergyman in his skeleton, by the medical professor in the amphitheater, and by literary men generally. STAR.

ORIGINALITY and independence characterize the artist. All right methods necessarily conform to principles; but, in details, infinite variety is possible. A true teacher is an artist; not an artisan. He forms his own plans. He invents. He adapts. To him, concrete cases and the plans and practices of others are merely suggestive. He matures his own ideals, and in his own way executes his own plans. The mere imitator and plodder is decidedly out of place in the school-room.—*Baldwin.*

THE SCHOOL ROOM.

[This Department is conducted by Geo. F. Bass, Supervising Prin. Indianapolis schools.]

—:—

PRIMARY NUMBER LESSON.

IN our last lesson we aimed to show how to represent *one* thing of any kind. Numerous similar exercises should follow showing how to represent numbers by one figure. Such exercises as follow may be used:—

Teacher have pupils name objects in the room that there is only *one* of; as clock, stove, teacher's desk.. Then those that there are two of, three, and so on. When a pupil can readily represent any two numbers he may combine them and be taught to show by the use of what he has done. This will furnish him with profitable employment at his seat while the teacher is hearing other classes recite.

The recitation should close with something like the following:—

The teacher taking one tooth-pick in his right hand and one in his left, says, "One tooth-pick and one tooth-pick are how many tooth-picks?" As he says *one tooth-pick* he shows *one* by a movement of the hand, and just as he says "how many" he puts them together. The pupil will then say "*two*." The pupil should say "one tooth-pick and one tooth-pick are two tooth-picks," acting as the teacher did when he asked the question. The doing of what he says is very helpful, and should not be neglected in these early lessons.

The teacher now shows him how to express what he has done. He says we have been putting things together and here is a sign that means put together, and we call it *and*; $1+1=2$. Have the class read the above one and one are two. Prepare some unfinished work, such as follows. The pupils will copy and complete. They should be furnished with objects so that they may make the actual combinations before giving the result on their slates.

$$\begin{array}{rcl}
 1 + 1 & = & ? \\
 1 + 1 + 1 & = & ? \\
 1 + 2 & = & ? \\
 2 + 3 & = & ? \\
 3 + 3 & = & ? \\
 2 + 1 + - & = & ?
 \end{array}$$

- ✓ The use of the other signs may be taught in a similar manner. The work done on the slates should be examined and marked by the teacher frequently.

LANGUAGE LESSON.

PROBABLY more mistakes occur in the use of pronouns than in the use of any other part of speech. Parsing will not correct this. Use will. The following is suggestive only. Have pupils fill the blanks with the proper pronouns.

1. They sent Mary and — to school.
2. Let John and — go home.
3. May Willie and — study grammar?
4. They all left but — .
5. — pupils are studying language.
6. The teacher told — boys to use our common sense.
7. The difference between you and — is, you study the theory of language while I practice it.
8. Who tore my book? — .
9. John is taller than — .
10. — do you wish to see?

Should these be improperly filled they should be corrected, not by rule, but by referring to the meaning intended, and to the forms in the use of which very few make mistakes. Suppose, for example, that / be placed in the first; ask the pupil if he would say, They sent / to school. Lead him to see that the sentence means that somebody sent Mary to school, and also sent the speaker to school. The correction becomes easy and can be made without referring to rules of grammar. This kind of work should precede technical grammar.

The verbs lie and lay, sit and sat, probably give more trouble than any other verbs. Third year pupils may be made to understand how to use them. Place on your black-board something like the following:

	lie	means	rest.
	lies	"	rests.
	lay	"	rested.
has, have, or had	lain	"	have, has, or had rested.
	lay	"	place or put.
	laid	"	placed, etc.

Give them blanks to fill, and have them make original sentences, using some of the above forms.

1. I now — down on the lounge.
2. Yesterday I — on the lounge.
3. I have — there all day.
4. The grass had — on the damp ground too long.
5. — the book on the table and let it — there.
6. The book now — there.
7. I have — my books away.
8. He — down alone in the pew.

The last sentence is taken from a popular magazine for children. It refers to a dog that followed his master to church. The word "laid" was used. Ask the pupil what the dog placed there. He will see the mistake immediately.

FINGER WORK.

THE smallest children in school should have something to do that will keep them profitably employed while at their seats. Formerly they were sent to their seats and told to study their a-b abs. Now, they are given a slate and pencil and, in too many cases, left to their own ingenuity to supply themselves with work, with the direction that they must be quiet about it. The result is they do something that gets them and their neighbors into mischief and the teacher tells them they are bad children. But if we expect them to do better we must furnish them something better to do. They should have something to do with their fingers. The slate and pencil are very useful, but do not depend upon them alone. "Variety is the spice of life," and no class of persons need the 'spice' more than these little fellows.

Then, in addition to slate and pencil, get a quart or two of shoe-pags, a thousand wooden tooth-picks, several hundred wooden cigar-lighters, a few colored card-boards, a quart of peas, and a paper of pins. The whole outfit need not cost more than 50 cts. It will be worth \$50 to you and your school. The great variety of profitable exercises that can be furnished from the above is surprising.

Cut the card-board into strips, and give the children a few pins and tooth-picks. With the pins they can punch holes in the card-board, then with the tooth-picks they can fasten pieces of card-board together, making houses, fences, gates, furniture, etc., etc. When they are tired of this, give them some soaked peas and tooth-picks, when they can again use their constructive powers in making "things." With their shoe-pegs, they may make all straight-line figures, such as squares, triangles, etc. From these figures they may construct numerous figures, thereby cultivating the creative power.

They may also do a great deal of work in number with these pegs. I stepped into a school a few days ago and saw a few little fellows working very briskly making the number six in all the ways they could think of. They were laying their pegs on the desk somewhat as follows:—

$$\text{I I I I} + \text{I I} = \text{I I I I I I}$$

$$\text{I I I} + \text{I I I} = \text{I I I I I I}$$

$$\text{I I I I I} + \text{I} = \text{I I I I I I}$$

$$\text{I I} + \text{I I} + \text{I I} = \text{I I I I I I}$$

$$\text{I I I} + \text{I I} + \text{I} = \text{I I I I I I}, \text{ etc.}$$

These pegs and such small objects may be kept in boxes, collar boxes will do, giving a box to each pupil.

STILL THEY COME.

Tr. How long is the Volga River?

Pu. Ten thousand miles.

Tr. What is the circumference of the earth?

Pu. Twenty-five thousand miles.

Tr. Where is the Volga River?

Pu. It is the longest river in Europe.

Tr. Is Europe a large or a small continent?

Pu. Small.

Tr. Well, if the Volga were ten thousand miles long, it would reach almost one-half way around the earth, and this would take it out of Europe.

By this time the pupil saw that the answer was senseless. But this takes time. It is shorter and commoner to say, "No; next."

But if the plan of questioning until the pupil sees the relation existing between facts, be followed, the pupil will form a habit of looking for these relations before he gives his answer. This habit once formed will be of great value to him after he leaves school. In business he will look on all sides of the question before he decides. Teach related ideas and have the pupils see the relation. "Proceed from the known to the *related* unknown."

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

EDUCATIONAL PSYCHOLOGY.

A MARKED change has been made in the last four or five years in the regard for a knowledge of the science of mind by the teachers of this State. Lectures that a few years ago would not have been listened to by one in ten are now followed with interest by nine in ten. A few years ago the announcement at an institute that the next exercise would be the discussion of some topic in pedagogy, would have caused a stampede of the members. Now such an announcement attracts an audience. The spirit of scientific inquiry in regard to teaching is hovering in the air and seems about to settle upon the teachers. It has already fallen in baptismal showers upon the leading institute lecturers of the State. They all talk Science of Teaching in one form or another. Some of it is rather crude, it is true, but when one once seizes hold of the fundamental truths that lie at the basis of this science, he can not rest until he gives them utterance. And his enthusiasm gains momentum as he proceeds. The Reading Circle will probably awaken a like interest in the rank and file of our teachers. This is an encouraging condition for rapid advancement, during the next few years, in more rational methods of teaching, in all the schools of the State.

There is one caution which ought to be observed by those who are undertaking to direct the professional study of the teachers. It is, that this pedagogical study shall be made practical—leading directly to more intelligent methods of teaching. The study of

psychological questions is very fascinating, when the mind has become accustomed to this kind of thinking. There is great temptation to wander off into speculations that are of little practical utility.

The psychology that the teacher needs to know is, (1) What are the conditions,—that is, what must be supplied, or be assumed to exist,—before the mind will perceive, or remember, or imagine, or generalize and classify, or reason? (2) What is the exact nature of each one of these processes? Each is complex. What are the differing processes that unite to make each of these complex acts? (3) What are the peculiarities or characteristics of each of the mental products resulting from the action of these different faculties?

The teacher studies mental science that he may better know how to stimulate the minds of his pupils to that kind of exercise that shall result in normal growth. Socrates used to compare his vocation to that of a midwife, saying that he assisted at the birth of souls. To assist at the birth of souls is the office of every teacher. But souls are born slowly and by degrees through the birth of successive new ideas. What these ideas shall be and how they shall be generated by the mind of the pupil so as to give to it the greatest power, will depend largely upon the knowledge and skill of the teacher.

It is the primary law of the mind that it grows by exercise. The nature of the exercise determines the nature of the growth, and the kind of mind that results. If the teacher shall most intelligently and certainly stimulate the proper exercise of the mind of the child, he must know the conditions of such exercise: he must be able to make an intelligent analysis of the act itself, and know the nature of the product resulting, which remains as a permanent possession of the mind.

G. P. B.

R E S T .

AN intermission of activity is essential to the best results in learning.

What are the different kinds of rest?

The organ of the mind is the nervous system, and especially

the brain. Our question, therefore, when stated more definitely, is, what are the different kinds of rest for the brain?

The only perfect rest for the brain, says Dr. Bain, is undisturbed sleep. The student must sleep more than any other laborer. Eight hours of sleep are needed by every student. Some need more. The burning of the "midnight oil" and then rising with the dawn to pursue one's studies is folly. More can be accomplished in one hour when mind and body are fresh and vigorous, than in five hours after the point of fatigue has been reached. This freshness and vigor is greatest after periods of rest and nutrition. Severe mental labor should not be performed before breakfast, nor immediately before dinner or supper.

Next to sleep, perhaps the time of most complete rest is during meals, provided the meals are not taken in silence and in a "brown study." Light and cheerful conversation at table is an essential condition of the proper brain rest during this period.

The next most complete rest is that resulting from the intermission of study by play.

Play is the free and spontaneous following of one's impulses and caprices. The letting loose of all restraint that holds the mind to one fixed purpose, and living for the time like an oyster. Gymnastic exercises and games that require close attention in order to properly execute them, are inferior to play as a rest. For this reason chess and whist are not restful games. To that extent that a game makes no demand upon the mental energies beyond what is the normal activity of the mind, it is restful.

It should be remembered that a change of exercise will give rest, only when the exercise before the change has not been pushed to the point of fatigue. If one has pursued any line of work until the state of exhaustion has been reached, then the other organs of the body partake of this exhaustion, and the only rest is, not exercise, but absolute quiet. The taking of a walk after one has become exhausted by study only produces additional weariness.

The next question is, will any changes from one study to another afford rest?

There is no one study that affords exercise to all the faculties in due proportion.

Each branch concentrates the mental energies upon one or two faculties chiefly, leaving the others relatively inactive. It follows, therefore, that there must be a change of study that will serve as rest to the mind.

Mr. Baine holds that memorizing is the most exhaustive of all mental exercises.

Language studies, Geography, and History make large demands upon the memory. By language studies we may mean either the learning of a foreign language, or one's mother tongue. In learning a foreign language, the chief requirement is that another symbol be learned for an idea. It is supposed that one symbol is already known. This association of a *new* symbol with the idea is an act of memory, pure and simple. In the study of the mother tongue the association is between the idea and a symbol, the word. Every new idea must have a new word for its sign. The gaining of the new idea is the most difficult work of all and makes the greatest demands upon the mental energies. The fixing of the association of this idea with its proper sign (word) is an exercise of memory. When idea and word have been so fixed that they can be recalled under the laws of memory, they are said to be learned.

During that period of a child's education in which he is employed in gaining new ideas and learning signs for them, the faculty chiefly employed, is memory.

There are other studies, such as mathematics, composition, the experimental sciences, and perhaps technical grammar, in which the exercise is discovering new relations between ideas already acquired. This brings into prominent action the faculties of comparison and judgment. There is, relatively, little of that activity required in memorizing ideas and words. It follows, therefore, that this second group of studies will be such a change from the group first named, that they will serve as rest from the study of the former.

This knowledge is of importance to the teacher in arranging his programme of study and recitation in his school.

There are some subjects, such as drawing, writing, music, copying of notes, and the like, that should find their place upon

the programme after the best energies have been exhausted on the more difficult studies. What is merely mechanical can be done when the mind would not be able to memorize or judge.

But it should be remembered also, that acts of judging and reasoning are relatively much more difficult for the child than for the adult. Nature has provided that memorizing shall be easy in childhood. In fact it is instinctive, while the power of judging and reasoning is feeble and requires effort. Childhood is, therefore, the time set apart by nature for storing the mind with facts. So omnivorous is the memory at this period, that it will seize upon empty words that mean nothing to the child, and hold them for a long time. These empty shells may be subsequently filled with their proper content, and so, the effort of memorizing them may not be wholly lost; but to thus memorize them is not an economical expenditure of time and energy. It is better that the child be employed in associating words with their proper ideas. If the idea is beyond his appreciation, he has no use for the word.

But it follows from what has just been said, that subjects should be arranged differently on a programme of a primary school, from that of a higher grammar or high school grade.

Memorizing is easier for young children than discovering relations. Judging and reasoning are easier than memorizing with high school pupils, or ought to be, if they have been properly trained. Each class should deal with those subjects most difficult for it, when the mind is most vigorous, wakeful, and active, if the most economical use of time is made.

G. P. B.

My esteemed friend Prof. Bagot has an excellent article in the Journal of last month on "Teaching Primary Writing." I endorse every word of it. The occasion of the article was a paper in this department in the August number on "When to begin Script in Primary Schools."

The writer of that article did not intend to advocate "the teaching of the printed forms as an exercise in writing," but only as an exercise in *learning* the printed form. As soon as the printed form is learned there is no further need of having the

child print it. Nor should the printing be continued after the child has learned to discriminate the printed forms in the book, readily. Printing is to be used only as a means of impressing the form of the word to be learned. When the child comes to the ability to discriminate the words in the book readily, and does not need the assistance derived from the making of the word himself, he should print no longer.

The purpose of the article was to discuss another question,—viz., Which of the forms should be taught to the child first,—the printed or the script? The conclusion reached was that the printed form should be first taught. Printing the word was advocated merely as a means of aiding the child to impress its form upon his memory.

G. P. B.

THOMAS CARLYLE utters the following stinging rebuke of the teachers of his youth, and the indifference of the general public to the qualifications of those to whom they entrust the education of the children: "My teachers," says he, "were hide-bound pedants, without knowledge of man's nature, or of boy's; or of aught save their lexicons or quarterly account-books. Innumerable dead Vocables (no dead Language, for they knew no Language) they crammed into us, and called it fostering the growth of mind. How can an inanimate, mechanical gerund-grinder, the like of whom will, in a subsequent century, be manufactured at Neunburg out of wood and leather, foster the growth of any thing, much more of mind, which grows, not like a vegetable (by having its roots littered with etymological compost), but like a spirit, by mysterious contact of spirit; Thought kindling itself at the fire of living Thought? How shall he give kindling, in whose own inward man there is no live coal, but all is burnt out to a dead grammatical cinder? The Professors knew syntax enough! and of the human soul thus much:—that it had a faculty called memory, and could be acted on through the muscular integument by appliance of birch-rods.

"Alas, so it is everywhere, so will it ever be; till the hodman is discharged or reduced to hod bearing; and an architect is hired, and all hands fitly encouraged; till communities and individuals discover, not without surprise, that fashioning the souls of a gen-

eration by knowledge can rank on a level with blowing their bodies to pieces with gunpowder; that with generals and field-m Marshals for killing, there should be world-honored dignitaries, and, were it possible, true God-ordained priests, for teaching.”—(*Sartor Resartus*.)

G. P. B.

HINTS ON MATHEMATICAL GEOGRAPHY.

NATURE OF THE SUBJECT.

Mathematical Geography has for its province the presentation of the earth *as a whole*. It considers no questions relating to the geographical elements composing the earth, i. e., it has nothing to say about the land, the water, the atmosphere, and the life-forms.

The questions it considers, and its mode of considering them would still be the same whether the earth consisted throughout of wood, of stone, of iron, or of water.

The phrase “mathematical geography” appropriately names this division of the general subject of Geography, because it discusses the earth as a true mathematical solid. It teaches, for example, that the earth is an oblate spheroid, i. e., that its form is that of the mathematical solid called by that name. In a strictly mathematical sense the earth is *not* an oblate spheroid, but Mathematical Geography *assumes* that it is, and bases all its conclusions on that assumption.

In teaching Mathematical Geography it should be observed that all of the important ideas which the subject involves are to be developed from a few primary facts.

Given, for example, the facts of rotary motion, and we have a basis from which to develop the ideas of *axis*, *poles*, *fixed directions*, *equator*, *parallels*, *meridians*, *movement of day circle from East to West*, *succession of day and night*, and the *fixed time unit—the day*.

From orbital motion, in itself considered, there are developed three geographical ideas; they are the ideas *orbit*, *ecliptic*, and *year*.

From the two motions of the earth taken in connection with inclination and parallelism of axis are derived the most important group of ideas with which Mathematical Geography deals.

They are the ideas of the *tropics* and *polar circles*, *zones*, *movement of the day circle North and South*, *variation in the length of day and night*, and *change of seasons*.

In teaching this group of ideas the effort of the teacher should be directed toward leading the pupil to see that each is dependent, not upon the earth's motions alone, not upon inclination alone, nor upon parallelism of axis alone, but upon all three combined; and that to change any one of the three conditions named would be to change the facts under consideration.

USE OF APPARATUS.

Again, in teaching Mathematical Geography there is some danger of attaching too much importance to the skillful use of elaborate illustrative apparatus in the form of globes, maps, charts, etc. It is not to be denied that appliances of this kind, rightly used, have a legitimate place in teaching Mathematical Geography. The danger alluded to lies in the tendency to use them in such a way that the apparatus becomes a thing to be studied in and of itself, and ceases to be a mere device for illustration. If, for example, the facts of the relative position, form and motions of the earth are taught by means of a beautifully finished and highly complicated piece of apparatus, there is danger that the pupil's thinking will go no further than the apparatus; and that his ideas of the position, form and motions of the earth, instead of being joined with the real earth as they should be, will be associated with the apparatus used in the illustration. Such a result the teacher must seek to avoid, by so directing the pupil's imagination that when he thinks position, form, and motions of the earth, he will be able to get his mind away from globes, charts, maps, and everything of the kind, even away from the school-room, and out into space, and there to construct the earth as it really is.

MOVEMENT FROM MATHEMATICAL TO PHYSICAL GEOGRAPHY.

Mathematical Geography is properly followed by Physical Geography, i. e., the study of the earth viewed as to its geographical constituents—land, water, atmosphere, and life-forms. Between those two divisions of the work there are important

links of connection, to the consideration of which several lessons should be devoted before entering upon the work of Physical Geography proper. Those links of connection are found in the conditions determining the distribution of heat over the surface of the earth. The statement of the fundamental *fact* that heat is greatest in the equatorial regions, and diminishes gradually toward the poles, belongs to Physical Geography; but it belongs to Mathematical Geography to discuss the primary *conditions* by which this important fact is explained.

The ground to be covered by those connecting lessons is essentially the following :

The sun is the source from which the earth receives its light and heat. Rays of light and heat, as they approach the earth, are essentially parallel. If the earth's surface were plane those rays would all strike it at the same angle, and their heating power would, in consequence, be the same all over the earth; but owing to the *spherical form* of the earth, the surface is not plane but curved. Some rays must, therefore, strike directly, and others obliquely. Again, the earth is in such a *position* relative to the sun that the more direct rays are made to fall on the equatorial regions, and the more oblique rays are made to fall toward the poles. At this point Physical Geography connects with Mathematical by teaching that direct rays of heat are more powerful than oblique rays, and for two reasons: 1. Direct rays expend their heating power on smaller areas, and oblique rays expend their's on larger areas; therefore, on a given area exposed to direct rays, the temperature will be higher than on an equal area exposed to oblique rays. 2. Both direct and oblique rays of heat are deprived of some of their heat by the atmosphere through which they must pass before reaching the surface of the earth. It is evident that the oblique rays traverse a much longer distance in the air than the direct rays do, whence it follows that the former, when they reach the earth's surface, have been deprived of more of their heat than the latter, and so have less heating power.

Again, Physical Geography teaches that at any given point on the earth's surface temperature varies during the year, thus causing change of seasons. For this important fact Mathematical

Geography finds two *immediate* causes: 1. Variation in the length of day and night, causing a gradual accumulation of heat during a succession of long days and short nights. 2. Variation in the angle at which the sun's rays fall upon a given place at different times of the year. As already stated, these two causes are immediate. The remote causes of season variation in temperature are *four* in number, and all lie within the field of Mathematical Geography. They are rotary motion of the earth, orbital motion, inclination of axis, and parallelism of axis. It may be necessary to extend the discussion of this connecting matter through four or five lessons, depending, of course, upon the capacity of the class, after which Physical Geography proper may be taken up.

M. SEILER.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Supt. Indianapolis Schools]

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THE GRUBE METHOD.

HON. E. E. WHITE, EX-PRES. PURDUE UNIVERSITY.

A CHARACTERISTIC feature of the so-called Grube Method of teaching number, is that it unites, *from the first*, the four processes of addition, subtraction, multiplication, and division. This is shown in the following scheme for teaching the number seven to first-year pupils:—

$6+1$, $1+6$, $7-1$, $7-6$; $5+2$, $2+5$, $7-2$, $7-5$; $4+3$, $3+4$, $7-3$, $7-4$; || 7×1 , $7 \div 1$, $\frac{1}{7}$ of 7; $2 \times 3+1$, $7 \div 2$, $\frac{1}{2}$ of 7; $3 \times 2+1$, $7 \div 3$, $\frac{1}{3}$ of 7; $4 \times 1+3$, $7 \div 4$, $\frac{1}{4}$ of 7; $5 \times 1+2$, $7 \div 5$, $\frac{1}{5}$ of 7; $6 \times 1+1$, $7 \div 6$, $\frac{1}{6}$ of 7.

It is seen that the exercises which precede the vertical lines (&||), involve addition and subtraction, and that those which follow these lines involve multiplication and division. Is there any such immediate and necessary connection between the concepts and processes of addition and subtraction and those of multiplication and division as requires the teaching of these four processes together? The concepts and processes of addition and subtraction

tion relate to numbers as composed of *parts*, and, being inverse processes, should be taught together. The concepts and processes of multiplication and division relate to numbers as composed of *factors*, and, being inverse processes, should likewise be taught together. But there is nothing in the relation of these two sets of inverse processes to each other that necessitates or justifies the teaching of them from the first as correlates. On the contrary, there are strong reasons against the mixing up of these two sets of relations in the child's *first lessons in number*.

When the concepts and processes of addition and subtraction are familiar to pupils those of multiplication and division are easily acquired. A knowledge of the former assists in acquiring the latter. Addition, for example, assists the pupil in determining the product of two digits, and the more familiar the pupil is with the process of addition the more easily will he learn multiplication. On the contrary, multiplication can render a child little, if any, assistance in learning the sum of two digits. In the order of acquisition, the processes of multiplication and division follow those of addition and subtraction, and there is nothing gained by alternating these two sets of inverse processes in the first lessons in number.

It is admitted that these four processes can be taught simultaneously to children five years of age, and even without using objects. Primary teachers have accomplished even more difficult things, as the history of primary instruction sadly attests. Young children have been taught to spell orally many hundreds of words, most of which expressed no idea whatever to the speller. Many a child has committed the multiplication table before he could add 7 and 7, and hosts of children have learned to repeat pages of text in their books without clearly comprehending a sentence repeated. The question is not whether young children can do these things. The more vital question is, "Is this training the best possible for children?"

A child might possibly be taught to walk by being put through daily a drill which would call into play, in succession, all the muscles in his legs, and give to each every possible variety of movement. Such a method might even claim to be "scientific,"

but nature's method of teaching a child to walk is to induce it to take one step, then two, and so on, in walking, and the process can not be hurried. Strength and skill in walking are acquired slowly.

The primary and fundamental processes in number are ADDITION and SUBTRACTION, and the natural way to teach a child to add and subtract numbers is to give him exercises *involving these processes*. Exercises in multiplying and dividing numbers can render no assistance in these *first* lessons, and, if they could, such assistance is not needed, since the processes of addition and subtraction are easily taught without it.

It may be true that a child's knowledge of a given number is not perfect until he has viewed it in all possible relations to other numbers. A child's grasp of the size of numbers exceeding say ten, may not be perfect until he has compared them with the digital numbers, both with reference to their difference and to their quotient, but it does not follow that both of these comparisons should be made in the first lessons in number. It may be wisely taken for granted that the third and subsequent years of arithmetical instruction will do something to widen the pupil's grasp of numbers. It is seriously questioned whether a little child's "grasp" of the number 7 would be much broadened by the series of exercises which follow the vertical lines (||) in the scheme above presented.

PRIMARY GEOGRAPHY.

THE elementary study of Geography consists chiefly of two kinds; viz., map studies and descriptive text. While these two classes of work should be more or less mingled, yet the former should usually precede the latter, thus making the text-study intelligent.

There are two grades or kinds of map study for beginners; viz., the study involved in the making of a map on board or slate, and the study or interpretation of a printed map. Of these there should also be an intermingling, but in elementary study map-making or map-drawing should precede the study of printed maps.

After the development of the nature and use of a map as indicated in the last paper, pupils should study the relative position of familiar objects, and then study how to represent them so as to *show* their relative position. Outline on the black-board some distinct region,—the school-room floor, the school yard, a field (if in the country), a village (if your school house be in or near one), or the city itself (if you are teaching in the city).

Describe the location of objects in the region mapped, and then discuss with pupils where on the map to place a dot or mark to *mean* the object whose location is to be shown.

Children who have thus taken part in the construction of even a very rude map, will understand its meaning, and through it become able to interpret all printed maps.

Commence now to enlarge the idea of space beyond the limits of the experience of the pupils. Begin to do this by referring to the stream of water nearest your school-house. It makes little difference whether this be brook, creek, or river, so the children have seen it. Describe its course and tell into what larger stream it flows. Suppose a ship, or a small toy boat placed on it, if the stream be small, or a row-boat, if it be larger, and follow it in an imaginary voyage to the larger streams. Stimulate the imagination to create distance by telling how many days and nights it would take to go the entire length of each stream, and by telling of the numerous fields, villages, cities, and objects of interest that would be seen in the passage.

When one of the chief rivers of the State has been reached, outline roughly on the board the State of Indiana, and show the connection of this last river named to the other chief rivers of the State, and to the boundaries of the State. Try to give the impression of the immense size of the State by telling how many counties, towns, cities, etc., etc., there are in it; and by telling how long it would take to cross it from north to south and from east to west by some familiar mode of travel.

Pupils are now ready to commence the study of the printed map of Indiana, and to follow that by the study of its descriptive text. Teachers should remember that maps are at best but mere skeletons. The flesh and blood—the true life is to be supplied

through conversations and various appeals to the imagination of pupils. At this point it will be profitable, I think, to divide the subject-matter of geographical instruction into two distinct though related parts. The first part may be described as that knowledge which the pupils are expected to learn thoroughly, repeat often, and remember permanently, in some fitting form of words—either that of the text, that suggested to him by his teacher, or that which he has constructed for himself—but always definite, always correct, and befitting. This part of the subject-matter consists of such things as follows, whether found in descriptive text, found by the study of a printed map, or told by the teacher:

The boundaries of the State or region studied; the description of two or three of its leading rivers; the location and size of one, two or three of its largest cities; one or two of the leading or distinguishing industries of each large city; about three characteristic agricultural products; climate; etc., etc.

The other part may be described as that knowledge which the pupils are expected to learn incidentally, to assimilate in thought and work over into the imaginative products, but for which they are not to retain any definite language form. Such knowledge helps to give roundness, fullness and life to what might else be a fragmentary, abstract and uninteresting mass of facts. It should consist of the impressions left from the reading of descriptive text as to the general features and appearance of the country, of statements made by the teacher as to what might be seen if one traveled over a country, conversations between teacher and pupils about soil, climate, products, industries, cities, scenery, internal improvements, and inhabitants. Much of this information may be obtained from other text-books than the one in use, from books of travel, from cyclopedias, and from pictures. If ores, shells, manufactured articles of unusual character, or objects of historic associations be shown at the same time, the interest will be increased, and the imagination appropriately stimulated.

One forgives everything to him who forgives himself nothing.

The doer of a secret sin supposes it is he they are talking about.

OFFICIAL DEPARTMENT.

TRANSFERRED PERSONS LIABLE TO LIBRARY TAX.—[Letter Book G., page 536.] The library authorized by Sec. 4524 R. S., is to be established and conducted in connection with the common schools and by the properly constituted school board. The natural inference is that all persons transferred for school purposes to the city or town establishing such a library, should be entitled to the benefits, and should contribute to its maintenance. I hold, therefore, that the library tax provided for by Sec. 4525 should be levied upon all the property belonging to the school corporation, including such property of transferred persons as is made liable by Sec. 4468.

SPECIAL SCHOOL TAX—HOW LEVIED.—[G. 537]. The local tuition tax authorized by Sec. 4469 R. S., is levied by the civil trustees of towns and cities, and they can not be coerced as to amount. But in regard to the special school tax, authorized by Sec. 4467, it is held that the civil trustees have no control over it, but it is levied by the school trustees. I think, therefore, that if the school trustees file with the county auditor a certified statement as to the proper amount or rate of such special tax levied by them, and a demand that he make the assessment accordingly, the auditor would be authorized to do so.

TRUSTEES MAY RENT BUILDINGS FOR USE OF SCHOOLS.—[G. 545.] The school board of a city proposes to enter into a contract with Mr. B., by which the said B. agrees to erect upon property belonging to himself, a school building suited to the needs of the city, and to lease the same to the school board for a term of years, upon certain agreed annual payments for rent, and at the end of such term to convey and warrant the said property to the school board without further consideration. School trustees are empowered by Sec. 4444 R. S. to locate schools, "and build or otherwise provide suitable houses, furniture," etc. I think a school board has the power, under this statute, to rent buildings for school purposes, and such an arrangement as the proposed contract sets forth seems to me entirely legal. It affords a means of securing school accommodations when a corporation is not able to raise funds for building purposes, on account of the constitutional limitation upon municipal taxation or for other reasons.

COLORED CHILDREN—SCHOOL PRIVILEGES.—[G. 561.] On page 76 School Law, edition of 1883, are the statute and rulings on the school privileges of colored children. In addition to what is there laid down, I can only say that every colored person of school age is entitled to receive instruction equal in amount and quality to that given to other children of the school corporation, of the same grade,

or who have reached the same point of advancement. When a pupil has satisfactorily completed the course of study in the separate school provided for colored children in the town or city, he is entitled to pursue his studies in the higher branches in the school with the white children, if such higher instruction can not be furnished in a separate colored school.

ENFORCEMENT OF COURSE OF STUDY.—[G. 562.] The management and control of the schools of a corporation are entrusted by law to the school trustees, and this control involves the power to make rules and regulations, and prescribe a course of study. It is only reasonable also that they should have the power to require pupils to pursue the studies of the course in the order prescribed. At the same time it seems unwise to force pupils who are not preparing to enter college, to study Latin, a study whose utility is questioned by many intelligent people. Arrangements should be made, if possible, by which such pupils could substitute some other study—German, for instance, or English history, or a more extended course in literature. In the higher grades, some flexibility in the course of study is always desirable.

The above are selected from my recent decisions.

JOHN W. HOLCOMBE,
Sup't Public Instruction.

THE DEPAUW UNIVERSITY YEAR BOOK FOR 1885—Containing 308 carefully written pages, reflects credit upon the institution and upon its vice-President, John Clark Ridpath, LL. D., who wrote the important parts, including a history of Asbury University, a statement of the circumstances under which the Asbury that was became the DePauw University that is; also a chapter on the organization of the University, including the college of Liberal Arts and the special schools of Theology, Law, Medicine, Music, Mechanical Industries, Pedagogy, Art, and Horticulture. This chapter indicates a philosophical insight into the purpose and means of the most liberal education, worthy of the writer, and shows an assemblage of educational facilities that place DePauw University in the front rank of higher institutions, and that justify the opening sentence of the publication: "The year 1884 will ever remain memorable in the educational history of Indiana for the founding of DePauw University."

W. N. Hailman, superintendent of the LaPorte schools, has on hand several copies of Seguin's Report on Education, which he wrote as U. S. Commissioner to the Vienna Exposition. Original price \$1; present price 50 cents.

EDITORIAL.

W. A. BELL, Editor-in-Chief and Proprietor.

GEO. P. BROWN, Pres. State Normal School, Associate Editor and Editor of the Department of Pedagogy.

LEWIS H. JONES, Superintendent of Indianapolis Schools, and Editor of the Primary Department.

GEO. F. BASS, Supervising Principal Indianapolis Schools, and Critic in Training School, Editor of The School Room Department.

A. W. BRAYTON, Prof. of Natural Science in the Indianapolis Schools, is Editor of the Popular Science Department.

Prof E. E. WHITE, Ohio; Prof. E. E. SMITH, Purdue University; HUBERT M. SKINNER, Chief Clerk Dept. of Public Instruction; JAS. BALDWIN, Supt. Schools Rushville; HOWARD SANDISON, W. W. PARSONS, and MICHAEL SEILER, of State Normal School; EMMA MONT. MCRAE, Principal Marion High School; H. S. TARBELL, late Supt. of the Indianapolis Schools, are frequent contributors.

Many other able writers contribute occasional articles to the JOURNAL. Should all those be enrolled as "Contributing Editors" who contribute one article or more a year the list could be indefinitely extended.

This large list of special editors and able contributors insures for the readers of the JOURNAL the best, the freshest, the most practical thoughts and methods in all departments of school work.

The Miscellaneous and Personal Departments of the Journal will not be neglected, but it places special emphasis on its large amount of unequaled practical and helpful educational articles.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in *two* and *one* cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

The article of E. E. White, found elsewhere in this issue, on "The Grube Method," will furnish food for thought. Read it.

The October issue of the *Pennsylvania School Journal* copies an article from the August issue of this paper entitled "Reading for Boys and Girls." The list of juvenile books given is an excellent one and should be extensively circulated, but the Indiana School Journal should have due *credit*

THE CORRESPONDENCE UNIVERSITY JOURNAL is an 8-page 3-col. paper devoted to the interests of the "Correspondence University." This "University" has its office at 162 La Salle street, Chicago. It is on the plan of the Chautauqua Reading Circle, and proposes to give instruction in all the college branches, conduct all examinations, give all instruction, etc., by "correspondence." Many of the ablest educators of the country are named as members of the faculty of this "University." The Journal lacks faith, but is anxious to see a fair trial of this method of collegiate instruction. For particulars address as above.

The place at which to hold the next National Educational Association is not yet fixed, The Journal gives its vote for Washington City, D. C., and suggests that the date be fixed *before* the adjournment of Congress.

HO FOR NEW ORLEANS!—The National Exposition to begin in New Orleans in December and last till May will be a great "show." The only chance for teachers to see it will be during the winter holidays. All who wish to join an excursion at that time will do well to correspond with Nelson Yoke, of Indianapolis.

COMPLIMENTARY.—Very seldom has space been given in the Journal to the numerous complimentary letters received concerning it. The following from one of the most eminent educators in the State is a sample of these endorsements :

"I am glad to read your statement about the success of the Journal. It seems to me that it is one of the most valuable school papers, if not the most valuable, ever published. There is something in it for every kind of reader."

ARBOR DAY.

The Journal has for years recognized the great importance of ornamenting school premises with shade trees, and has frequently urged the matter upon teachers and trustees. It has even gone so far as to name "an arbor day," and as a result of its labors hundreds of trees have been planted.

The State Association did a wise thing at its last session when it took up this important subject and planned for an "arbor day" on a large scale. The day fixed last spring came after most of the country schools had closed, and so while the result was very gratifying it was not all that could be desired.

The committee has wisely decided to designate November 14th as a "Fall Arbor Day," and State Supt. Holcombe has accordingly written the following circular. Forest trees are far preferable to evergreens for the purpose named, and they can be had for the digging. Let trustees, superintendents, teachers, pupils and citizens join to make the work named a grand success.

STATE OF INDIANA,
DEPARTMENT OF PUBLIC INSTRUCTION,
INDIANAPOLIS, Oct. 27, 1884.

In the Outline of Township Institute Work, recently issued from this office and distributed to the teachers of the State, I recommended that each township should celebrate an Autumn Arbor Day, at such time as might be most convenient. A desire has been expressed that a certain day be definitely named for general observance through-

out the State. I therefore appoint Friday, November 14th, as the INDIANA AUTUMN ARBOR DAY, and recommend that all schools needing such improvement devote the afternoon of that day to planting ornamental trees in their grounds, with an appropriate accompaniment of school songs and literary exercises. Parents should be invited to be present.

JOHN W. HOLCOMBE,
Supt. Pub. Instruction.

THE STATE TEACHERS' ASSOCIATION.

Elsewhere we print the program for the coming meeting of the Association. An examination of it will at once show that it has some new and excellent features, is arranged with care, and is full of interest. Every subject upon it is a question of the hour, and a glance at the names of the teachers selected by the Executive Committee will satisfy each one that the subjects will be handled in an energetic and profitable manner.

The addresses to be delivered by the Rev. Oscar McCulloch, of this city, Col. F. W. Parker, of Quincy notoriety, and Dr. E. E. White, one of the ablest educators of the day, will be full of interest to every wide-awake teacher. The lecture upon "Womanhood in Shakespeare," by Mr. Wallace Bruce, is said to be a masterpiece. He has few equals in America.

The place selected by the chairman of the Executive Committee for the sessions of the Association, is the new Congregational church. It is the finest building for the purpose in Indianapolis, comfortable, roomy, well arranged, with special accommodations for the H. S. Section, Committees, etc., as well as for the General Association.

The arrangements made ought to bring out a very large and enthusiastic gathering of the teachers of the State.

TEACHERS' STATE CERTIFICATES.

At a meeting of the State Board of Education, October 17, 1884, on the recommendation of the Superintendent of Public Instruction, the Board made the following order concerning the examination for State Certificates:

It is Ordered—

That the examination for Teachers' State Certificates be divided into three parts, and that the questions, prepared by the State Board of Education, be submitted to applicants in the several counties by the County Superintendents, on the last Saturdays of February, March and April of each year.

That the subjects be presented to applicants as follows:

ON THE LAST SATURDAY OF FEBRUARY—*Forenoon*: Arithmetic, Grammar, Physiology. *Afternoon*: Geography, Physics, United States History.

ON THE LAST SATURDAY OF MARCH—*Forenoon*: Algebra, Reading, Science of Teaching. *Afternoon*: Physical Geography, Zoology, U. S. Constitution, Moral Science.

ON THE LAST SATURDAY OF APRIL—*Forenoon*: Geometry, Literature, Orthography. *Afternoon*: Rhetoric, Botany, General History and Penmanship.

That applicants for State Certificates must have taught school not less than forty-eight months, of which not less than sixteen shall have been in Indiana. They shall present to the County Superintendent, before entering upon the examination, satisfactory evidence of good moral character and professional ability, and pay five dollars each, the fee prescribed by law, which can in no case be refunded.

That the County Superintendents shall, immediately after the close of each examination, send the manuscripts, testimonials and fees of applicants, to the Superintendent of Public Instruction. The manuscripts shall be examined and graded by the members of the State Board, and certificates shall be granted to those applicants who make a general average of *seventy-five per cent*, and do not fall below *sixty per cent*. in any subject.

County Superintendents are requested to give this action of the Board publicity through the newspapers, and by announcements at the monthly examinations, and at teachers' institutes and associations.

JOHN W. HOLCOMBE,

Supl. Pub. Instruction.



PROFESSIONAL EDUCATION.

A professional education consists of the two elements, professional knowledge and professional training.

A professional knowledge of teaching is that knowledge that characterizes the teacher, and distinguishes him from intelligent persons in other vocations. Each vocation has some special and distinguishing characteristics, a knowledge of which must be possessed by those who are entitled to be enrolled among its members. The carpenter has knowledge of a peculiar kind, by virtue of which he is a carpenter. So has the farmer, the lawyer, the physician, the minister, and the teacher. This knowledge is called professional to distinguish it from the common stock of knowledge possessed by all intelligent persons of whatever vocation or profession.

There is also an art side to every calling. Each one must be able to *do*, to *actualize*, to *make objective*, what he knows. To acquire skill in executing, demands practice under criticism. The person

may be his own critic, measuring his performance by his ideal and improving it thereby, but training he must have if he shall obtain skill. The practice and training which furnish that skill that is the peculiar requirement of success in any particular vocation, is what is meant by professional training. What distinguishes a trade from a profession is the amount and range of knowledge possessed by him who practices the vocation. The builder may follow a trade or a profession, and we name him accordingly, brick-mason or architect. •

The time has gone by in this State when it is necessary to demonstrate that there is a body of knowledge and a course of training which is the peculiar possession of the teacher. All admit the existence of these, and that no one is entitled to membership in this vocation who does not possess them.

There is great difference in practice and also in theory as to the method by which they are to be acquired. Most, if we should judge by observation, conclude that the teacher must "learn to do by doing." This is the way of the olden time, when the oculist acquired knowledge and skill through "spoiling his bushel of eyes," and the physician, through killing his patients. But now in most intelligent communities, a person must give evidence of both knowledge and skill before he will be trusted to treat the body. The time is approaching when like evidence will be required of him who would treat the soul.

Comenius proclaimed the doctrine of "learning to do by doing", not in opposition to the theoretical knowledge of teaching,—for he spent his life in promulgating a theory,—but as a protest against relying upon theory *alone*, and particularly the faulty theory of his time. His doctrine was that theory must be verified and modified through practice.

It is possible for both teaching-knowledge and skill to be acquired by the pupil teacher without expense to the child whom he teaches. But this can only be done in institutions possessing peculiar facilities for both instruction and practice.

Whether demanded by the public or not, will not every conscientious person seek to take advantage of opportunities afforded to obtain both that knowledge and skill peculiar to the teacher, before assuming the teacher's duties and responsibilities? G. P. B.

GEMS OF THOUGHT.

Who seeks the truth seeks God, for He is truth.
Who aims at good and loves his fellow-man,
Is by the fact ambassador of heaven.

I hate to see things done by halves. If it be right do it boldly :
if it be wrong, leave it undone.—*Gilpin.*

Forbear all martyrdom of man's beliefs ;
It matters not to earth what man believes
About the next existence while in this,
So the brave soul in honesty believes.

Not what a man believes, but what he does,
Concerns all other men. For our beliefs
Do not affect the life, or world to come.
No creed can substitute our duties here. [*L. D. Waterman.*]

I pray the prayer of Plato, old—
"God make the beautiful within."

Believe not each accusing tongue,
As most weak people do ;
But still believe that story wrong,
Which ought not to be true. [*R. B. Sheridan.*]

When a person has only learned *how* to read and not *what* to read
he is in great peril.—*Chas. Dudley Warner.*

No man ever had a better friend than a good book, and no viper
more deadly ever came into a family than a bad book.—*W. G. Bolling.*

GRAPES OR THORNS.

We must not hope to be mowers
And to gather the ripe gold ears,
Until we have first been sowers,
And watered the furrows with tears.

It is not just as we take it,
This mystical world of ours !
Life's field will yield, as we make it,
A harvest of thorns or of flowers !

—*Alice Cary.*

Heaven is not reached by a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to the summit *round by round.*

—*Holland.*

The issues of the life to be
We weave with colors all our own,
And in the field of destiny
We reap as we have sown.

Right is right, since God is God,
And right the day must win ;
To doubt would be disloyalty,
To falter would be sin.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR SEPTEMBER.

THEORY OF TEACHING.—1. What is it to govern a school? For what purpose is a school governed? 2-10

2. What are the characteristics of good school government? 20

3. What is punishment? What are the objections to governing a school by punishment? 2-10

4. What are the objections to governing a school by a list of rules? 20

5. Why is corporal punishment a bad form of correction? 20

READING.—1. What is the word method of teaching beginners to read? 10

2. What is the phonic method? 10

3. When and how should these methods be combined? 10

4. What evils are chiefly to be guarded against in reading poetry? 10

5. What things are to be taught of each new word in a lesson? 10

6. Read a selection.

ORTHOGRAPHY.—1. What is a letter? What is the power of a letter?

2. Into what two general classes are the vowels divided? Give two examples from each class.

3. Of what use are silent letters?

4. How many sounds has a? Illustrate each by writing a word and giving it the proper marking.

5. Divide into syllables, accent and give the diacritical marking of the following words: Fatiguing, legislature, programme, moisten, and baker.

GRAMMAR.—1. In what distinctively different ways may the meaning of any word be modified? 10

2. In what does a compound sentence differ from a complex? Write an example of each. 10

3. Write a sentence in which the subject, predicate and copula are employed; one in which but one word is employed to make the sentence. 3-3-4

4. In what does the disciplinary value of the study of Grammar chiefly consist? 10

5. Correct the following, if wrong, and give the reasons: "I intended to have gone, but was prevented by the weather." 10

6. What are the principal parts of a verb, and why are they entitled to be so ranked? 5-5

7. Analyze the following: "It is better to write one word upon the rock than a thousand upon the water or the sand." 10

8. What are the several offices which a participle may perform? Give an example of each. 5-5

9. What three parts of speech may connect clauses? Give an example of each. 5-5

10. Parse the italicised words in the following: "My friend *is about to leave* me." 5-5

U. S. HISTORY.—1. Who were the first inhabitants of this country of whom we have any traces? What were their characteristics? 5-5

2. What reason can be given why the English, French and Dutch should land on the northern coasts of this country, and the Spaniards on the southern? 10

3. What two great companies were chartered to settle the English possessions in this country? By whom was their charter granted? 3-3-4

4. What was Bacon's rebellion? What were its results? 5-5

5. What two great principles did Congress adopt on the recommendation of Hamilton? What three measures did they adopt to carry out these principles? 5 pts, 2 ea

6. What relation did the Kansas-Nebraska Bill bear to the Omnibus Bill, and to the Civil War? 5-5

7. What singular coincidence, concerning the first shedding of blood, occurred in the Revolutionary and Civil Wars? 10

8. What was the effect of the first Bull Run fight? 10

9. What were the results of the Civil War on foreign nations? What on our own? 5-5

10. What important arbitration grew out of the alleged violation of the Neutrality Laws by England? What were the results of this arbitration? 5-5

PENMANSHIP.—1. Where should the shade occur in the *t* and *d*? Height of *t* and *d* compared with *b*? 5-5

2. Why should the teacher keep the writing material in charge? How would you take up the copy-books at the close of an exercise? 5-5

3. What is meant by spacing? What space should be allowed between letters in a word? 5-5

4. Where should we begin in forming the small letters? Where end? 5-5

5. What capital letters should be commenced three spaces above the base line? 5-5

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked 50 or below, according to merit.

PHYSIOLOGY.—1. From what direction should the light shine upon a pupil's book or desk? 10

2. Name the three most important disinfectants. 3 pts, 3½ ea

3. What is the necessity of ventilation? 10
4. How does clothing prevent the body from becoming cold? 10
5. What is a simple reflex action? 10
6. In the production of muscular force, what change takes place in the muscular fibres? 10
7. Why is a mixed diet necessary? 10
8. What changes take place in the constitution of the bones as the body grows? 10
9. What is intestinal digestion? 10
10. What are the differences between venous and arterial blood? 10

GEOGRAPHY.—1. Describe the North Sea, or German Ocean.

2. What city in Europe is built on many islets of the sea?
3. Describe the Vermillion Sea, or Gulf of California.
4. Mention and locate five mountains in North America.
5. By what nation of South America is the Portugese language spoken? What language is spoken by the other nations?
6. Describe the natural and political features of Central America.
7. Describe the Suez Canal. What new city is at the north entrance?
8. Where do the Dutch live? Describe their country.
9. For what is Saratoga noted? St. Augustine? Vincennes? Chicago? Newport?
10. To what race do the Esquimaux belong? The Sioux? The Siamese? The Hindoos? The Turks?

ARITHMETIC.—1. In a village some of the sidewalks are 56 inches wide, some 70 inches, and others 84 inches. What is the width of the widest flag that will suit all the walks?

2. Two men dug a ditch for \$53; one man worked $3\frac{1}{2}$ days and dug $14\frac{1}{2}$ rods; the other worked as many days as the first dug rods per day. How much did each receive, if they shared in proportion to the time they worked?

3. Find the sum of $3\frac{1}{4}$, $6\frac{3}{8}$, $8\frac{5}{16}$, $65\frac{1}{8}$; reduce the fractional part to a decimal and extract the cube root of the result. Extend the result to two decimal places.

4. Reduce 1,567,804 square inches to compound numbers

5. A gentleman traveling, found, on arriving at his destination, that his watch, which kept correct time, was 1 hour and 11 minutes slow. In which direction was he traveling? How many degrees had he traveled?

6. A man bought 63 kegs of nails, each keg containing 100 lbs., at $4\frac{1}{4}$ cents a pound, and sold $\frac{2}{3}$ of them for what $\frac{1}{2}$ of them cost; what per cent. did he lose on the part sold?

7. What is the interest of \$125.50 for 7 months, 14 days, at 7 per cent.?

8. What principal will produce \$146.05 in 7 months, 14 days, at 6 per cent ?
9. A dog is chasing a rabbit which has 145 rods the start of the dog. The dog runs 19 rods while the rabbit runs 17 ; how far must the dog run before he catches the rabbit ?
10. Extract the square root of \$4 932841.

ANSWERS TO STATE BOARD QUESTIONS PRINTED IN
OCTOBER.

READING.—I. Among the advantages of concert reading may be mentioned : (a) It is sometimes a relief to the class ; (b) It may encourage timid and mistrusting pupils, so that they come to have more confidence in reading singly ; (c) Errors which can not be readily removed through efforts with individuals, may in this way be partially got rid of, as there is given a model with a united effort toward equaling it.

Among the disadvantages : (1) It is imitative, and hence largely mechanical ; (2) Being general, the teacher can not know just who is accurate and who inaccurate, in the reading ; (3) It lacks the essential elements of true reading—thought and feeling ; (4) The teacher can not be positive as to the energy put forth by individual pupils.

3. To prevent a sing-song tone, the pupil must be gotten away from the idea that reading is a mechanical doing of something—a work of muscles solely—and to the idea that reading is a putting forth of his inner life in words. To this end, the effort of teacher and pupil must be *concentrated* on the thought or feeling to be expressed, and *abstracted* from the individual or mode involved in the expression.

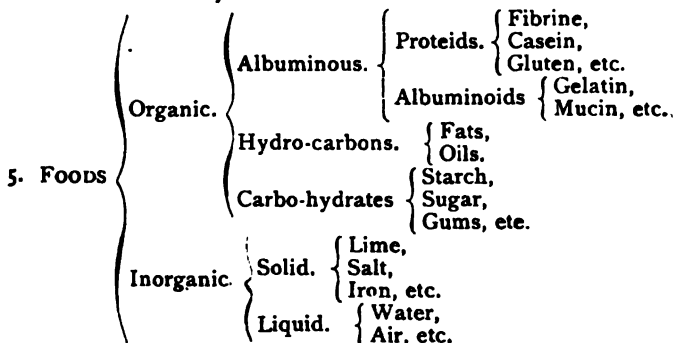
PHYSIOLOGY.—I. Health is that state of the body in which each of the organs is in the normal discharge of its functions. Its conditions are a supply of food of the right kind and amount, proper exercise, a sufficient supply of pure air, and an avoidance of whatever will tend to interrupt or impede the action of the various organs and tissues.

3 Bone is composed of mineral and animal matter. The former, collected into thin plates, is so disposed as to form canals of various sizes. In and around these canals and plates the animal matter is arranged. Originally cartilaginous, a portion of the bone remains so throughout life. A second portion, early in life, through the deposit of earthy salts, is rapidly converted into bone proper, or osseous tissue. A third portion, remaining cartilaginous during the earlier half of life, is afterwards, through the deposit of salts, changed into

calcified cartilage. Hence, in part, the stiffness and lack of elasticity in the bones of the old.

6. Starch is digested (a) by the *ptyalin* of the saliva in the mouth, or (b) by the pancreatic juice in the intestines.

7. The objection to frying meat is that it is thus hardened and covered with a coating of grease. The gastric juice, which does not act upon oils, is thus unable to reach and digest the food, which passes on into and may overload the intestines.



9. Peristaltic (Greek *peri*, around, and *stallein*, to place) is the term applied to that action of the alimentary canal by which food taken into it is carried forward on its course. The muscles in front of the bolus of food relax, allowing the canal in front to enlarge; those in the rear then contract, thus placing themselves around the ball of food and pushing it onward. This action may be readily witnessed by noticing a horse or cow when drinking.

U. S. HISTORY.—1. By the St. Lawrence, Great Lakes, and Mississippi river.

2. Huron, Iroquois.

3. 1605—Port Royal, N. S., by the French.

1607—Jamestown, Virginia, by the English.

1608—Quebec, Canada, by the French.

1614—New Amsterdam, by the Dutch.

1620—Plymouth, by the English.

4. The first settlement in Maryland was made 1634, at St. Mary's, by the brother of Lord Baltimore, to whom the land had been granted. The new colony by passing the "Toleration Act," secured religious liberty to all persons of whatever creed. In 1635 Clayborne's rebellion occurred, in which he attempted to defend by arms the trading posts which he had established, and resisted Lord Baltimore's authority; but the rebellion was suppressed. The colony suffered much in consequence of the disturbed condition of affairs in England during the civil wars. The home government interfered with

the political and religious rights of the Maryland colonists, and, finally, in 1691, Lord Baltimore's charter was taken away, and a royal governor was appointed. This was continued until 1715.

5. The victory of Trenton renewed the confidence of Congress in Washington's ability as a commander; and it gave Washington himself fresh hope and courage.

6. (a) Gen. Greene. (b) A British officer sent to negotiate concerning an exchange of prisoners, dined with Marion. Surprised at the meagre dinner, which consisted simply of roasted potatoes, he made some inquiries. When he learned that this was their usual fare, and that Marion served without pay, he resigned his commission, declaring that it was useless to fight such men.

7. The Hartford Convention was a meeting of New England Federalists who were opposed to the war with England. They met December 14, 1814, and, after remaining in secret session for nearly three weeks, published an address recommending certain amendments to the Constitution, and adjourned. (b) The treaty of Ghent was a tacit acknowledgment on the part of Great Britain of all the rights that the United States had attempted to maintain by war. It also settled some unimportant boundaries.

8. Opinion was divided: but there was a growing belief that slavery was wrong and ought to be destroyed; yet that since it was a fixed institution, it must be tolerated. The change of views after the war was attested by the passing of constitutional amendments abolishing slavery, conferring equal civil rights upon all regardless of race or color, and the granting of the right of suffrage to those who had been slaves.

10. The Centennial Exposition, held at Philadelphia.

GRAMMAR.—1. A word, phrase, or clause used for further description of a *noun* or *pronoun* and meaning the same thing, is called an appositive modifier.

2. Each gives *additional* meaning to the word which it modifies. Each may be compared. The adjective describes or limits the meaning of a noun; the adverb qualifies the meaning of a verb, an adjective, or another adverb.

3. In the abridged sentence, some word (or words) that may readily be supplied is omitted, as, "Waiter, oysters for three, and ham and eggs for two."

4. The classes for subordinate clauses are, relative clause, subject clause, appositive clause, object clause, adverbial clause, conjunctive clause. The chief divisions of subordinate clauses are adjective and adverbial. The man *who is faithful to duty* will be likely to succeed. The defendant denied *that he was guilty*.

5. (a) To express one's sentiments is not always politic.

(b) To be what you seem is to be true to yourself.

- (c) The right is sure to win.
6. (a) Seeing, having seen, being seen, having been seen.
(b) Studying, having studied, being studied, having been studied. ●
(c) Writing, having written, being written, having been written.
7. Valleys, turfs, solos, sons-in-law, Mr. Smiths or Messrs. Smith.
8. The gender, person, and number are determined by the antecedent to which the pronoun relates. The case is determined by its use in the sentence.
9. (a) It rains *almost* every day. Most is the wrong word, being the superlative of *much*.
(b) I have done *as* he told me. *Like* should not be used as a conjunctive adverb.
(c) He does his work *more easily* than his sister. *Easier* is the comparative of the adjective. The adverb should be used here, as a modifier of *does*. *Easier* would be allowed in poetry.
10. A defective verb is one that is not used in all the moods and tenses, as, *must*, *ought*, *quoth*. An impersonal verb always has for its subject "it," which does not refer to any definite actor, as, it rains. A redundant verb has more than one form for its past indicative and past participle, as, work, worked or wrought.

GEOGRAPHY.—1. The Tropics mark the limits beyond which the sun's rays never fall perpendicularly on the earth's surface. The Polar circles mark the limits from the poles where perpetual day or night reign.

2. Differences in color, shape of skull, etc. Fire; Caucasian, Mongolian, Ethiopian, Malay, American.

3. North America occupies the northern part of the western hemisphere. It is triangular in shape, its extent from north to south being greater than from east to west. It has fewer indentations than Europe or Asia. Europe lies in the northern part of the eastern hemisphere, with its greatest extent from east to west. It is very irregular in outline and in area is only a little more than $\frac{1}{3}$ of North America. Asia, east of Europe, in the northern part of the eastern hemisphere, has more than twice the surface of North America and Europe combined. It has numerous indentations, making its outlines very irregular.

4. The river systems of North America are six in number. The Arctic system comprise all those streams that flow into the Arctic Ocean. The St. Lawrence system comprise all those flowing into the great lakes and thence into the St. Lawrence. The Atlantic system of rivers flow into the Atlantic Ocean, while those classed as the Pacific system flow into the Pacific Ocean. The Gulf of Mexico

receives the rivers from the Mississippi system, which drains the great central plain of North America. The last named is of far greater importance than any of the others.

5. British Columbia, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, and Prince Edward Island.

6. You would find climatic variations almost as distinctly marked as the three belts or zones denominated Torrid, Temperate, Frigid. Along the coast on either side of the mountains, it is hot and tropical plants are abundant; as the ascent of the mountains is made the cold increases until the summit is reached, where the climate is very severe.

7. Columbia, Ecuador, Peru, Chili.

8. England, France, Germany, Austria, Russia.

9. The Danube rises in Germany, flows east through the south of Germany, across Austria, forming northern boundary of Servia, and Bulgaria into the Black Sea. Rhine rises in Switzerland, flows north through Germany and west across Holland into North Sea. Rhone river rises in Switzerland, flows east and south in France into Mediterranean Sea. Po river rises in the north of Italy and flows east across Italy into Adriatic Sea.

10. Berne, near the centre of Switzerland.

Vienna, capital of Austria, in western part on Danube river.

Dresden, in the south of Germany on the Elbe river.

Turin, in the northwest of Italy on Po river.

Bergen, in southwest of Norway on the coast.

ARITHMETIC.—1. Dividend=divisor \times quotient.

Divisor=dividend \div quotient.

Quotient=dividend \div divisor.

2. A fraction is an unexecuted division, in which the numerator is the dividend and the denominator the divisor. The value of the fraction the quotient.

3. Base, Rate, Percentage, Amount.

4. Divide Percentage by the Base.

Ex. 12 is what % of 36. $12 \div 36 = .33\bar{3}$ or $33\frac{1}{3}\%$.

5. The G. C. D. of the given numbers is 3. Ans., 3 bu.

6. Find interest on \$125 for 93 da. = \$2.58+.

7. $\frac{2}{3}$ mi. = 3 fur. 8 rds. This subtracted from 3 fur. 24.86 rds. = 16.86 rds. Ans.

8. 2 yr. 24 da. = $\frac{1}{4}$ yr. $\$126.75 \times .08 \times \frac{1}{4} = \20.956 . Ans.

9. $\$406.088 - \$345.60 = \$60.488$. Int.

From Feb. 5, 1863, to Aug. 20, 1865, is 2 yr. 6 mo. 15 da., or 20.5 yrs.

$60.488 + (\$345.60 \times \frac{1}{100} \times 20.5) = 67\%$.

10. $\$100$ parts + 11 parts = 111 parts.

18 cwt. 3 qr. 12 lbs. + 111 = 17 lbs.

$$17 \text{ lbs.} \times 11 = 187 \text{ lbs. tin.}$$

$$17 \text{ lbs.} \times 100 = 1700 \text{ lbs. copper.}$$

$$11 \quad \sqrt{(3)^2 + 2} - 2.12 + \text{ft.}$$

$$12. \quad 36 : 4\frac{1}{2} \text{ in.} :: 1440 \text{ lbs.} : (\quad) \quad \text{From which the 4th term is } 180 \text{ lbs.}$$

$$13. \quad 214 \text{ acres } 3 \text{ rds. } 12 \text{ per.} = 214 \text{ acres } 15 \text{ rds., which. divided by } 9 \text{ gives } 23 \text{ acres. } 126\frac{1}{2} \text{ rds. Ans.}$$

MISCELLANY.

SALEM.—Schools fuller than ever before, with J. A. Wood still at the head.

The Salina Normal (Kansas), under the principalship of A. C. Hopkins, formerly of this State, opened prosperously.

ELKHART started out with an enrollment of 1650 and everything in a prosperous condition. T. B. Swartz is still superintendent.

Connersville, after three years' trial of the half-day schools for the First year children, heartily endorses the system. J. L. Rippetoe is the superintendent.

THE **GOSHEN** schools have opened out in good shape under supervision of W. H. Sims, the new superintendent, with an enrollment of 932, and a percent of attendance of 96.3.

MADISON.—Good reports from Madison are at hand—also the Teachers' Manual, prepared by Supt. J. H. Martin. In this manual several of the live topics of the day are treated in an able manner, and many practical suggestions are made.

VERMILLION COUNTY.—There are seven schools in the county which employ from two to five teachers. Salaries from \$60 to \$75 per month. J. H. Tomlin is principal at Clinton, Fred. Rush at Dana, A. A. Parker at Newport, John R. Stahl at Eugene, Charles Carithers at Gessie, and Geo. W. Dealand at Perrysville.

PURDUE UNIVERSITY made an excellent showing at the State Fair. All the varieties of the work done, and in many instances the different stages of the processes, were exhibited. Much of the completed work was of a high order. Prof. Goss, who had the exhibit in charge, never tired in showing and explaining to any one who was interested.

CARROLL COUNTY.—Supt. B. W. Evermann has issued a very neat manual of his schools. It makes a flattering showing for "Old Carroll." It gives all the information desired as to course of study,

names of teachers, wages, arbor day, attendance, etc., etc. "The Township Institute," a neat little 8 page 3-column monthly paper is ably edited by the county superintendent.

John W. Holcombe, Supt. of Public Instruction, contributed to *The Current* of October 25th, an admirable translation of one of the ballads of Villon, the French cut-throat, robber and poet. It is thought to be the first translation made, and, in addition to the poetic excellence of the ballad, deserves special interest from the fact that Villon expected to be hanged at the time he wrote it.

INDIANA STATE TEACHERS' ASSOCIATION.

XXXI Session—December 29, 30, 31, 1884.

PROGRAM.

MONDAY EVENING, 7:30.—1. Opening Exercises. 2. Address of retiring President, Jno S. Irwin, Ft. Wayne. 3 Inaugural Address, H. B. Hill, Co. Supt. Dearborn Co. 4. Miscellaneous Business—Appointment of Committees.

TUESDAY, 9 A. M.—1. Opening Exercises. 2. Paper—"The Fræbelian Idea," Mrs. E. A. Blaker, Indianapolis. Discussion. 3 Address—"The Moral Education of the Young," Rev. O. C. McCulloch, Indianapolis. 4 Paper—"Profit and Loss of the Graded School System." Discussion opened by W. H. Elson, Supt, Parke Co.

Afternoon, 2:00—1. Paper—"A Way, a Method, or a Science?" G. F. Kenaston, Supt. Schools, Attica. Discussion. 2 Annual Address—"Learning to Do by Doing," Col. F. W. Parker, Normalville, Ills. 3. Miscellaneous Business—Appointment of Committee on Officers.

Evening, 7:30.—Popular Lecture—"Womanhood in Shakespeare," Wallace Bruce, New York.

WEDNESDAY MORNING, 9:00—1. Opening Exercises. 2. Paper—"Personality in Teaching," Ella E. Munson, Supt. Schools. Mitchell. Discussion opened by Jos. Carhart, Prof. Elocution and Oratory, De Pauw University. 3 Address—"The Philosophy of Teaching," E. E. White, LL. D., Cincinnati, O. Recess. 4. Paper—"The Citizenship of the Teacher," Edward Taylor, Supt Schools, Vincennes. Discussion opened by Erastus Test, Richmond Normal School.

Afternoon, 2:00.—1. Paper—"The Examination Question," Margaret Lawrence, Teacher Science and English, Frankfort H. School. Discussion opened by F. D. Churchill, Supt. Schools, Aurora. 2. Paper—"The Element of Trust in Government," Harriet E. Leonard, Prin. Jefferson School, Ft. Wayne. Discussion opened by R. A. Ogg,

Prin. H. School, New Albany. 3. Reports of Committees. 4. Miscellaneous Business.

Hotels.—Headquarters at "Grand Hotel"—Rate, \$2.00 per day. Other Hotels—Bates House, \$2.50; English Hotel, \$1.50; Occidental Hotel, \$1.50; New Denison, full rates. *The reduced rates will be given only to those having certificates showing payment of annual dues.*

Railroads.—The following railroads will sell excursion tickets at 2 cents per mile each way, upon presentation of certificate from the Railroad Secretary. The tickets can be purchased Dec. 27-8-9, good till Jan. 1st. *All railroads centering at Indianapolis*, also the Grand Rapids & Indiana; Evansville & Terre Haute; Ft. Wayne, Cincinnati & Louisville. Send for certificates early, to C. S. Olcott, Railroad Secretary, Indianapolis, Ind.

Programs.—Will be printed and ready for distribution by Nov. 15. For these, or general information, address F. E. SMITH,
Ch'n Ex. Com., LaFayette, Ind.

HIGH SCHOOL SECTION.—The sessions of this Section will be held on the afternoon of Dec. 29 and on the morning of Dec. 30. The program will be in the Dec. School Journal. For special information address G. F. Kenaston, Ch'n Ex. Com., Attica, Ind.

Lecture Committees will please note that Mr. Bruce Wallace can make engagements at very reasonable rates, before or after the meeting of the Association. Those having lecture courses please address Chairman Executive Committee.

INDIANA TEACHERS' READING CIRCLE.

METHODS OF INSTRUCTION.

"Parker's Talks on Teaching"—Pages 53-70.

The work of this month is the application of the principles discussed last month; or it is a study of the *art* of teaching reading. The author's suggestions on how to teach primary reading suppose certain preparatory exercises that should precede. These are given on pages 80-83, and should be studied in connection with that portion of the book assigned for this month.

The question to be first settled is—"What words should be first taught?" The author's suggestions on this point are most excellent, and should be studied and practiced until their full meaning is apprehended.

The next question is—"Shall the printed or script forms of these words be first taught?" The author's instruction is that 150 to 200 script forms be first taught together with their groupings in sentences before any instruction is given about the printed form.

The other, and more common view is that the printed forms of these words should be first learned. The ground for this latter practice was presented in the August number of this Journal, in the Pedagogical Department. This subject should be carefully studied and thoroughly discussed by the Circle.

Another question is—"To what extent should the learning of script words be carried, (if the author's view is taken), before print is introduced?" Or, if the other view is taken, to what extent shall the teaching of printed words be carried before script is introduced?

Another question is—When and how shall the teaching of sentence reading be begun? Other questions of perhaps equal importance are—When shall the teaching of spelling begin? What is the value of written spelling compared with oral? How can phonic spelling be made to assist spelling by letters? What is the relative value of silent reading? How may the pupil be encouraged to practice it?

Children are much more familiar with words as sounded than with words as seen. They are familiar with a word when the word immediately suggests the idea for which it stands. They can read silently when the sight form instantly suggests the idea which it symbolizes.

The two kinds of reading exercises suggested on page 69 are of great value, as are also the two tests of good reading mentioned at the close of the chapter.

GENERAL HISTORY. By H. M. Skinner.

In 1870 George Smith published in England an account of the Deluge, many centuries older than the Books of Moses. The Christian world, long accustomed to think and speak of the Bible as "the oldest book in existence," were slow to receive this new revelation of science, and gave to its credentials the closest scrutiny. No one questions any longer the genuineness of the original or the faithfulness of the translation. Like that of Egypt, the earliest history of Babylonia and Assyria has been largely developed in recent years.

These were the two great empires of the young world. It must be remembered that Assyria first conquered Babylon, and then was conquered by Babylon. Thus, while the latter was first settled, Nineveh first became the seat of a great empire.

First Week. The geographical study on page 45 should be carefully followed, in connection with an atlas or wall-map

1. Early Babylon; Loss of its history for a thousand years; Conquered by Assyrians, 625 B. C.
2. The Assyrian Empire; Six hundred years of glory; Ninus; Tiglath-pileser; Sardanapalus I; Shalmaneser II; Semiramis; Tiglath-pileser II; Shalmaneser IV; Sargon; Sennacherib and his destruction; Esarhaddon and the Captivity; Sardanapalus II and his library at Nineveh.
3. Chapters XV-XIX of 2

Kings should be read with care, as they contain a vivid account of several of these reigns.

Second Week. 1. The Babylonian Empire; Eighty-seven splendid years. 2. The wonders of the capital; Other great works of the empire. 3. Nebuchadnezzar; Belshazzar; The Persian Conquest, 538 B. C. 4. The first six chapters of Daniel and chapters XXIV XXV of 2 Kings should be carefully read, since they relate graphically the scenes of the Babylonian reigns.

Third Week. 1. Society in Babylon and in Assyria; Magical arts of the Babylonians; Despotism of the government. 2. Ancient cuneiform inscriptions of the Turanians; Assyrian and Babylonian tablets; The Behistun inscription, and Rawlinson's feat. 3. Literature; The Sciences—botany, zoology, mineralogy, etc.; Magical works; Sacred poems; Babylonian antiquities; Account of the Deluge; Grammars and Lexicons. 4. Building materials; Temples; Ruling idea of architecture; Faults of statuary and drawing. 5. Description of Babylon; The walls, hanging gardens, palaces, etc. 6. Industries—weaving, metal working, glass-making, gem-cutting.

Fourth Week. 1. Character, religion, manners and customs. 2. Scenes in real life.

SUNDAY READINGS (SUGGESTIVE).

First Sunday—The Destruction of Sennacherib—Byron. Isa. 10.

Second Sunday—The Vision of Belshazzar—Byron. Isa. 13, 14; Jer. 50, 51.

Third Sunday—The Assyrian Account of the Deluge, compared with the Scripture narrative (if the former can be obtained).

Fourth Sunday—Bel and the Dragon; The Prayer of Manasses; The Song of the Three Holy Children—Apocrypha.

TEACHERS' OUTLINES.

Work in Brooks' Mental Science, for Nov. 1884, Pages 43-82.

The correct understanding of what is to follow is largely conditioned by the thorough mastery of the four chapters on "Consciousness" and "Attention," constituting the work in Mental Science for November. Chapters II, IV, will bear many readings; and it is suggested that the month's work be taken as carefully as time will allow, under points I, II, III, IV, of the outline, followed by a re-reading of chapters II and IV, with special reference to the professional significance of the discussion, and finally reviewed entire in the summaries indicated under point V of the outline.

The special references mentioned should be used wherever available to re-enforce the discussion in the text. Johnnot on the pages indicated, and the "Bimonthly" for March-April 1882, in an article

on "The Unconscious in Education," by John Edward Maude, A. M., of Harvard, will be found eminently suggestive and valuable in this connection.

OUTLINE.

I. *Definitions of Terms.*

- | | |
|---------------------------------|--------------------------------|
| 1. The Universal Mind, p. 53. | 7. Automatic Action. |
| 2. Conscious Knowledge, p. 51. | 8. Hypochondriac. |
| 3. Unconscious Experiences, 51. | 9. Philosophical Consciousness |
| 4. Abnormal Consciousness. | 10. "Open Sesame." |
| 5. Genius. | 11. "Sine qua non." |
| 6. Concentration. | 12. "Minimum Visible." |

II. *Distinctions of Terms.*

1. Attribute and Faculty.
2. Primary, and Reflective Consciousness.
3. Mediate and immediate Knowledge.
4. Manner of Teaching and Method of Teaching.
5. Subjective and Objective Attention.
6. Voluntary and Involuntary Attention.
7. Penetration of Mind and Concentration of Mind.
8. Attention and Habits of Attention.

III. *Biographies.*

- | | |
|---------------------|----------------------|
| 1. Joseph Scaliger. | 2. Sir Isaac Newton. |
| 3. Leibnitz. | 4. Dr. Reid. |

IV. *Points of Special Professional Import.*

1. The Relation of Conscious and Unconscious Experiences.
2. The importance of Repetition as an aid in developing Conscious Knowledge.
3. The importance of "Interest" to the learner.
4. Cases of Abnormal Consciousness among pupils.
5. The Cultivation of Attention. See pp. 78-9.

V. *Summaries.*

1. Characterize Consciousness.
2. Summarize the objects of Consciousness.
3. Summarize the products of Consciousness.
4. Summarize the means of making knowledge familiar (conscious).
5. Summarize the uses of Conscious Experiences.
6. Enumerate the requisites in the culture of Philosophical Consciousness.
7. Summarize the suggestions as to "Manner of Teaching."
8. Summarize the points as to "Method of Teaching."

VI. *Collateral References.*

1. Johonnot—(Attention), pp. 32-4, 212. (Interest), pp. 136-7.
2. Haven—(Consciousness), pp. 39, 44-5. (Attention), pp. 46-7.

3. "Education"—"The Unconscious"—March-April, 1882, pp. 394-409.
4. New England Journal of Education—June 5, 1884, p. 357.
5. Indiana School Journal—March, 1883, p. 144.

MENTAL SCIENCE NOTES

Leibnitz.—"With the single exception of Aristotle, I suppose that Leibnitz was the most comprehensive genius that ever lived. Other men have been as industrious, and have become as learned, as he; they have also aimed at original speculation on as great variety of topics. But they have sacrificed success in any one department to this dream of universal empire; they might have accomplished more, had they attempted less.

Leibnitz alone, in modern times, attempted every thing, and left his mark on all that he undertook."—*Prof. Francis Bowen.*

"These unconscious perceptions constitute the individuality of each person, through the traces which they preserve of his former states as connected with his present being."—*Leibnitz.*

"It is through these minute latent perceptions (unconscious experiences), that the present is big with the future, and loaded with the past"—*Leibnitz.*

Cultivation of Attention:—"Whatever I have done is due to patient thought."—*Sir Isaac Newton.*

"Attention is the energy of the mind directed towards things present."—*Dr. Thomas Reid*

"Attention is the principal instrument in the self control and self-determination of spirit."—*E. I. Hamilton.*

"Attention is inner will."—*G. Stanley Hall.*

"Only great, concentrated, prolonged efforts in one direction, really train the mind."—*Ibid.*

COUNTY INSTITUTES.

WELLS COUNTY held its institute beginning Sept. 29th. Some distracting influences cut off the attendance somewhat, but the bulk of the teachers were there, and there to work. Teachers were assigned to seats which were numbered, and unless a teacher was in his seat when the exercises began he could not enter till the next recess. Supt. W. H. Ernst has sound ideas on educational matters, and the standard in Wells county is rapidly advancing.

RANDOLPH COUNTY.—Has *one* of the best county superintendents, whose actions prove the mottoe, "The present school system the hope of our country," to be true. Supt. W. H. Bowers is by no means a machine, which executes only as it is acted upon by the master

wheel and bands, but he is the *master* wheel, and sweetly moves the county schools toward perfection. Our institute was one of the best ever held, one long to be remembered. E. P. CLEMENS

CLINTON COUNTY.—The entire work was under the supervision of Supt. W. H. Mushlitz, who displayed his characteristic good judgment both in the selection of instructors and in the general management of the institute. The best corps of instructors ever employed in the county were provided. They were Henry A. Ford of Detroit, Mich., Mrs. R. A. Moffitt of Rushville, and R. G. Boone of Frankfort. A reading circle of 85 members was organized to take up the course prescribed by the State Teachers' Reading Circle. The entire work of the week was excellent. E. A. P. HAYNES, Sec'y.

CLARK COUNTY.—The institute convened at Charlestown, August 18th. The foreign workers were Supt. Boone of Frankfort and Prof. S. K. Rank of Pennsylvania. The teachers were loud in their praise of Prof. Boone's work in Educational Psychology and History. Supt. Carr added new laurels to his reputation as a superintendent in the enthusiasm shown by all present. The enrollment reached 160—150 of whom are actually engaged in teaching in this and adjoining counties. This number is unprecedented in the history of Clark county institutes. E. M. TEEPLE Sec'y.

JACKSON COUNTY.—The teachers' institute convened at Brownstown, August 14th, and continued in session one week. State Supt. J. W. Holcombe visited us the first day. The principal instructors were S. S. Parr of St. Paul, Minn., Mrs. R. A. Moffitt of Rushville, Prof. Amzi Atwater of the State University, and Prof. Mickleborough of Hope Normal. Teachers enrolled 145; visitors 108. The attendance was larger than at any previous year. The work of all the instructors was of the very best character. The institute was a success in every way, and reflects much credit upon the conductor, Supt. Jas. B. Hamilton. JOHN A. WOOD, Sec'y.

BENTON COUNTY.—Institute opened Sept. 8th, with an attendance of 75, and closed with 110. There are 107 teachers in the county, and nearly all were in regular attendance. Supt. Johnson conducted the entire session, and his efforts, coupled with those of the efficient instructors, made it the most profitable meeting of the kind ever held in the county. R. G. Boone of Frankfort, A. W. Clancy of Muncie, H. B. Brown of Valparaiso, and Miss Dwiggins and Mr. Doyle of our own county, were the instructors. The teachers were enthusiastic, and every one went to his work feeling better prepared for it. With the rapid progress Benton county has made during the administration of Supt. Johnson, she will soon be second to none in the state. Gradation is rapidly nearing perfection; the people are interested, and the inferior teachers are being supplanted by those who are

trained for a permanent stay in the profession. Due attention was given Mental Science by Supt. Boone. The time has come when teachers are expected to understand the subject *upon* which they operate, as well as the subject *with* which they operate. The county association will hold its second annual meeting the first Friday and Saturday of February, at Oxford. An exhibit of school work and school material will be held in connection with the meeting.

HENRY MASON, Sec'y.

CLAY COUNTY.—The Clay county institute was held at Brazil, beginning August 20th. The instructors from a distance were Lucy V. Gosney of Indianapolis, and Howard Sandison of the State Normal. Miss Gosney presented her manner of teaching primary pupils. Her work was highly appreciated by the teachers of this grade. Prof. Sandison gave lessons upon Methods in Geography, Reading, and Numbers; also several interesting and instructive talks upon the Theory of Education. Pres. Brown, of the State Normal, was with us one afternoon. Mr. T. N. James, Mr. Dunigan, and Mr. Crouse were the home instructors. An interesting feature of the institute was the reports from the different townships upon the condition of the schools. A course of study for the country schools was adopted. Dr. Moss, of the State University, and Hon. Mack, of Terre Haute, lectured during the week.

MARY E. FOULKE, Sec'y.

OWEN COUNTY.—Institute met August 25th. Enrollment 208; average attendance 168. Methods in History, Geography, Reading and Spelling, were presented by Sam'l Lilly, of Gosport; Language and Science of Teaching, S. E. Harwood, of Spencer; Arithmetic, by R. J. Aley, principal Spencer high school; and Penmanship, by Mr. Hicks. Evening lecture by Dr. Moss, on "Some False Notions about Education." The citizens took a lively interest, and the week's work closed with a reception given by them to the teachers at the residence of Hon. I. H. Fowler. The evening's program consisted of a welcome and response—music, recitations, toasts, and an abundance of delicious melons.

ANNA E. H. LEMON, Sec'y.

JASPER COUNTY.—One of the most enthusiastic institutes that we ever attended was that of Jasper county, at Rensselaer, Aug. 18–22. There are 101 teachers employed in the county, and yet the enrollment of the week reached 150 and averaged over 130, *not* including trustees, instructors and other visitors. The excellent management of county superintendent D. M. Nelson, the fine instruction, and the splendid spirit of the teachers all worked together for good. Just think of it, we actually saw teachers running so as not to be tardy! The chief instructor for the week was Prof. E. E. Smith, of Purdue University. Mr. Fagan, Geo. P. Brown, W. A. Bell, H. B. Brown, and Cyrus Smith were present and gave some very interesting and

profitable lessons, Pres. Brown lecturing Tuesday night. On Friday State Supt. Holcombe was present, was heartily greeted, gave two instructive lessons, and lectured Friday night. The institute was certainly a grand success in every respect.

PERSONAL.

Bailey Martin has charge at Carthage.

W. A. Fisk is principal at Liberty Mills.

Chas. E. Moore is principal at Rosedale.

J. D. Welman is principal at Fredericksburg.

C. E. Newlin is principal of Frankfort high school.

S. B. McCracken, a State Normalite, remains at Delphi.

J. G. Scott remains at New Providence on an increased salary.

E. P. Clemens is principal of the N. T. Institute at Spartansburg.

John Donaldson still holds the principalship of the central school building at Terre Haute.

F. W. Reubelt has entered upon his ninth year as superintendent of the Noblesville schools.

J. L. Houchen, an old teacher, is now at work in the War Department at Washington, D. C.

Amos Sanders, formerly county superintendent, is now principal of the North Vernon schools.

C. Danielson, a graduate of Royal University, Copenhagen, has charge of the schools at Marco.

Geo. C. Hubbard, a graduate of the State Normal, is principal of the Lower Seminary at Madison.

W. F. Sharp, a graduate of Wabash College, has been elected to take charge of the Oxford schools.

A. J. Johnson, for several years past principal of the Carthage schools, now has charge at Southport.

E. A. Stafford, last year of Rossville, takes charge of the Harrison street school, Topeka, Kan., this year.

Morgan Caraway, last year of Huntington, is now superintendent of the schools of Great Bend, Kansas.

J. D. White, principal of the Newpoint schools, has been recently married. This is deserved promotion.

J. M. Towers, who represented E. H. Butler & Co. in this state, is now proprietor of a book store in LaFayette.

M. T. J. Shrode, principal of the Lynnville schools, has invented an instrument for teaching longitude and time.

Mr. and Mrs. H. A. Ford, of Detroit, Mich., did some very acceptable institute work in this state the past summer.

O. T. Dunagan, formerly of Clay county, will superintend the schools of Shoals next year, at a salary of \$90 per month.

J. A. Piper, formerly of Kosciusko county, is now principal of the North Judson schools.

C. W. McClure, with all his teachers of the Mitchell schools, have joined the Reading Circle.

Frank Mulky, a graduate of the State University, is principal of the schools at Leavenworth.

E. E. Hoff, formerly of LaGrange county, is now principal of the schools at Cherry Vale, Kan.

W. Steele Ewing, formerly superintendent of Miami county, is now principal of the Amboy schools.

Ella Munson resigned the principalship of the Mitchell schools to accept a position at Muskegon, Mich.

J. M. Brown, of Terre Haute, has been elected superintendent of the Brazil schools for the ensuing year.

W. A. Rawle, a graduate of the State University, has been chosen principal of the high school at Mitchell.

S. A. Chambers, formerly of this state, is doing good work as superintendent of the schools of Henderson, Ky.

Walter S. Smith, formerly superintendent of Marion county, is now principal of the high school at Owenton, Ky.

Miss Lucia M. Vail is the special teacher of reading in the Fort Wayne schools, and Dr. Irwin says she is doing capital work.

A. O. Reubelt, formerly of Lebanon, but for the past six years of Corydon, Ky., is now superintendent of the Winamac schools.

Geo. A. Bowles has been re-engaged as principal of Mishawaka high school at an increased salary. Affairs are reported as prospering here.

W. S. Almond has begun his eighth year's work at Vernon. He has taught there six summer normals, the last being one of the largest and best.

Miss Minnie Harris, daughter of George Harris, who is a prominent character in "Uncle Tom's Cabin," will teach the colored school at Boonville.

J. W. Caldwell, for many years superintendent of the Seymour schools, has made a gratifying start as superintendent of the Huntington schools.

Miss Elizabeth C. Woodman, of Williston Sem., Mass., has taken the place in the Fort Wayne high school vacated by Miss Weed, who went to Purdue.

T. W. McLane, of Ohio, has been elected principal of the LaFayette high school, and Mr. Delos Buzzell, of Fowler, Ind., has been elected as an assistant.

H. A. Huston, late principal of the LaFayette high school, has accepted the position of Professor of Physics and Assistant State Chemist at Purdue University.

Geo. A. Netherton, editor of the *North Judson Banner*, has not lost his interest in educational matters and has not missed an institute in eighteen years. He has done more for education than any other man in Stark county.

Prof. Alpheus McTaggart, for many years of Earlham College, has accepted the Latin chair in the State Normal School. Prof. McTaggart stands high as an instructor in Latin.

W. H. Caulkins has been Supt. of the Tippecanoe county schools since August 1874, and has never had an opponent for the office, or a vote cast against him. An extraordinary record.

Mrs. Mary F. Johnson, of Boston, is the successor of Miss Fowler as teacher of Drawing in the Fort Wayne schools. She is making an excellent start and her success is fully established.

A. E. Humke, for several years past teacher in the Wabash schools, has been elected teacher of reading in the State Normal, his *alma mater*. This is certainly a high compliment to Mr. Humke.

Dr. J. S. Irwin, Supt. of the Fort Wayne schools, has about recovered his normal status of health. He put in seven weeks of his summer vacation "flat of his back." His schools are prosperous.

J. H. Martin has entered upon his fourth year's work as Supt. of the Madison schools. His impaired health is fully restored and he has before him the prospect of a pleasant and profitable year's work.

Miss Carrie B. Sharp, one of the principals of "The Westminster Home School" of Ft. Wayne, has been attending a number of institutes the past summer. Her work is always practical and highly appreciated.

C. W. McClure, of Crawfordsville, who recently accepted the principalship of the Mitchell high school, has been promoted to the superintendency, Miss Ella Munson having resigned to accept a position in Michigan.

L. C. Frame, of the State University, and J. W. Walker, of Valparaiso Normal, are associate principals of the Bloomfield schools. Their summer normal numbered 167, while the spring normal numbered 134. *Good*.

W. H. Mace, formerly of Indiana, has been re-elected superintendent of the schools at McGregor, Iowa, on an increased salary. He writes that his entire corps of teachers are either graduates of normal schools or colleges.

Hon. E. E. White, ex-President of Purdue University, so generally known and esteemed in Indiana, is still at Walnut Hills, Cincinnati, Ohio, at work on his forthcoming books. He is soon to do several weeks' institute work in the East.

W. H. Venable, the well known author of "The Teacher's Dream," "June on the Miami," and other poems, also of a history of the U. S. has in press a new book of poems entitled, "Melodies of the Heart, Songs of Freedom, and Other Poems."

John M. Bloss is still superintendent of the Muncie schools. Those who have looked into these schools report them in excellent condition. Mr. Bloss's friends will read with pleasure the sketch of his life found elsewhere in this issue of the Journal.

S. W. Axtell, Supt. of Green county, is now serving his fifth term. He is a candidate for prosecuting attorney for his judicial district, with good prospects of being elected. He carries a fine gold watch and a gold-headed cane as testimonials of the appreciation of his teachers.

BOOK TABLE.

Oral Lessons in Number, is the name of a little book for the use of teachers, now in preparation by E. E. White, to be published by Van Antwerp, Bragg & Co.

The Chicago Current is having great success as a literary paper, and deservedly so. It has recently contained contributions from most of Indiana's best literary poets and essayists. The new cover for the paper is a thing of beauty.

Our Little Men and Women, by D. Lothrop & Co., of Boston, is one of the most delightful little magazines for children published. The illustrations are beautiful and profuse, and the matter is well adapted to the "youngest readers." It is simple without being silly. Price \$1 a year.

Wide-Awake has no superior as a magazine for boys and girls. It gives a great variety of matter—history, biography, science, travels, stories—all the best of its class. The ablest writers in the country are its contributors. It is a family treasure. Price \$3 a year. D. Lothrop & Co., Boston, publishers.

The Popular Science Monthly for November contains much that is of interest. The Future of the Southern Negro is treated by J. B. Craighead in a witty and convincing manner. He must at some time have lived in the South. The articles on "Chemistry of Cooking" are continued, and Prof. Trowbridge, of Harvard University, has a paper upon "What is Electricity." This last paper was read before the American Association for the Advancement of Science. Altogether the number is an excellent introduction to Vol. XXVI.

BUSINESS NOTICES.

The Indianapolis & St. Louis Railway connects at St. Louis for all points "Out West," and its Eastern connection is the noted "Bee Line."

The Louisville, New Albany & Chicago Railway Company will soon start through trains on the "Air Line" branch from Indianapolis to Chicago, and as it is several miles the shortest line will doubtless take the bulk of the travel between these two cities. Robert Emmett, one of the most agreeable gentlemen in the state, is Passenger agent, with headquarters at Indianapolis.

HIGH SCHOOL EDITION.—*The School News* with the October No. will issue a High School Edition, specially prepared for the pupils of High Schools. It will be sent for eight (8) months on a new plan of subscription which will make it possible for every pupil in a high school to become a subscriber. The October No. will contain a map of Tonquin, picture of Washington Monument, etc. Principals are requested to send for sample copy at once. Henry D. Stevens, publisher.

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CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Brachitis, Catarrh, Asthma, and all Throat and Lung Affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. NOVES, 149 Power's Block, Rochester, N. Y. 10-9

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INDIANA SCHOOL JOURNAL.

Vol. XXIX.

DECEMBER, 1884.

No. 12.

OUR SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY HUBERT M. SKINNER.

XII.

✓ JOHN WALKER HOLCOMBE.

THE cause of freedom is never fully won. To every generation is committed its sacred trust. To some families it is given to be eminent in each succeeding generation in the service of the people and the State.

At the breaking out of the Revolutionary War, we are told by family traditions, Philemon Holcombe, then a student in Hampden-Sidney College, left the quiet seats of learning to enlist in the Virginia militia. No details are preserved of his military service, but it must have been honorable, for in the memorable campaign of LaFayette in Virginia he was already a Colonel and on the staff of the General. In company with that noble representative of the chivalry of France, and not far from the presence of the great Washington, he witnessed at Yorktown the surrender of Cornwallis, the closing scene of the most glorious conflict of all time. His acquaintance with the hero Marquis had ripened into friendship, and when the latter after many years, now illustrious also for services to liberty at home, visited the United States in 1824, the venerable Colonel made a pilgrimage to Richmond to meet the guest of the people. He journeyed in his carriage of state from his seat in Amelia county, and beside the coachman

on the box might have been seen the white wool of "Uncle Jerry," once the "likely" body servant of the dashing young officer. The meeting was cordial and affecting. The two old men, it is said, rushed into each other's arms in the manner of the French. And Uncle Jerry was recognized and called by name by "Mars." LaFayette.

Life at "The Oaks," the Holcombe homestead, was of the old Virginia type, now found only in the pictures of novelists and the recollections of old families. Here grew up the sons and daughters of the Revolutionary soldier—one of whom, William James by name, was to labor no less earnestly than his father, though with the weapons of peace, in behalf of human freedom.

The careful student of history need not be reminded that the advocates of emancipation first arose in Virginia. William James Holcombe was a remarkable man. A skillful physician in successful practice, he entered the ministry of the Methodist Protestant church, and till his death was untiring in his ministrations to both the souls and bodies of men. He freed his household servants—all that he owned—and those who wished to emigrate to Liberia he aided to make the voyage. One of them he had educated for the work of a missionary in that country. He labored with tongue and pen to promote the Utopian scheme of African colonization; and finally he resolved to emigrate himself to the then far West, in order that his sons might escape the unfavorable influences of slavery—one of them having been chosen by John Warwick, a bachelor uncle for whom he was named, as the heir to a rich plantation on the James. Early in the thirties Dr. Holcombe departed from the Old Dominion to make his home in a free State. For eight years he lived at Madison, Ind., and then removed to LaPorte county, where he had already purchased lands.

James Philemon, the eldest son, remained in the South, where he had married, and became professor of law in the University of Virginia. William Henry chose the profession of medicine, lived for many years at Natchez, and finally settled at New Orleans. He is recognized as an authority on the malignant

fevers of the South, and also as an elegant writer in general literature and poetry, and on subjects of theological and speculative interest. Several years ago he was elected president of the National Homœopathic Association. John Warwick, after graduation from Washington and Lee University, followed his parents to Indiana. In LaPorte he entered upon the practice of the law, married a daughter of John C. Walker, Sr., and died at the beginning of a career full of promise, leaving an only child, the subject of this sketch.

The two families thus united are interesting as representatives of opposite phases of American life. So thoroughly identified are the Walkers with the development of Indiana that I do not hesitate to prolong my sketch with a review of their history. After the war for independence Benjamin Walker, a veteran soldier, returned to his home in Lancaster county, Pa. During the war the Indians were incited by the British to unwonted outrages, and in one of their attacks had murdered the father of the absent patriot. It chanced one night at a tavern that Benjamin heard two drunken Indians describe his father's death, boasting of their share in it. Toward morning the warriors departed, and Benjamin and his brother followed. Overtaking them on a high river-bank, a desperate struggle occurred, the combatants grappling with each other, and Benjamin and his adversary rolling down the bank into the stream, where he held the Indian under water by main strength till he was drowned. For this deed, done in time of peace, the brothers were outlawed by proclamation of the Governor, but defied arrest and took to the woods with their rifles. At last Benjamin succeeded in embarking with his wife and children on the Ohio. In canoes they descended the river to the mouth of the creek where the brave Loughery and his men had perished but a few years before. Here he made his home, built a mill, and acquired wealth and influence; and here he sometimes entertained Daniel Boone of Kentucky.

His son John C. Walker was a type of the energetic, intelligent, pioneer business men who took the lead in developing the resources of the State, in transforming the wilderness into a

mighty commonwealth. Largely interested in the agricultural and milling interests of Shelby county, we see him now a State Senator, now a contractor and builder of the Michigan Road—one of the plank roads of the early day—later an incorporator with John Hendricks and others of the first railway built in the State. The story of "Walker's Rail Road" has been often told. The Lawrenceburgh and Indianapolis Railway was chartered in 1832. Unexpected obstacles met the contractors, and many persons despaired of the success of the undertaking. If it should not be begun within three years the charter would be forfeited. John Walker said that some part of the road would be in working order by July 4, 1834; and so it was. The rails were of hewn timber and the locomotives consumed good oats and hay; but the line carried passengers to and fro between Shelbyville and the fair grounds. This advertised the road, showed the determination of the director, and inspired public confidence. Soon afterward Mr. Walker removed with his family to LaPorte, where large property interests demanded his presence. His sons were like himself, men of energy and business enterprise, builders of houses and mills and railways. His third son and namesake, John C. Walker, Jr., has been mentioned in preceding sketches of this series as rendering valuable services to education, while a member of the Legislature of '53. He was nominated for the office of Lieutenant-Governor, and had he been old enough to accept the honor would have become Governor of Indiana, on the death of the eloquent Willard. He became a Colonel in the Union army, and was afterward Agent of State.

JOHN WALKER HOLCOMBE was born at LaPorte, November 18, 1853. A few years later his grandparents returned to Virginia to spend their remaining years, and there the young mother and child made them frequent visits. The War of the Secession found them at the Amelia homestead. Finally the influence of friends on both sides secured the measures necessary for their return home. A romantic journey in the track of armies brought them to Natchez, then in command of Gen. Gresham, where the Union lines were entered.

An event of the following year enlisted the attention of the

civilized world, and gave rise to controversies which have filled volumes. Professor Jas. P. Holcombe, of Virginia, then a member of the Confederate Congress, and Horace Greely, of New York, essayed overtures looking toward the restoration of peace. The story of the Niagara Conference affair is an interesting chapter in history, and to this day thousands of readers are ready to dispute as to where the responsibility of its failure lies. The attempt, however, was a noble one.

The Professor's nephew was at this time a small school boy in LaPorte, little troubled by these things. There in the public schools he passed through the grammar grades, and then spent several years in Virginia at the Bellevue High School, which had been established by Professor Holcombe after the war. At the age of nineteen he entered the junior class of Harvard University, and was duly graduated therefrom in 1875.

During the years of his student life at Fair Harvard a new chapter had been added to the educational history of our State. The Northern Indiana Normal School had opened its doors at Valparaiso. Its founder, Henry B. Brown, seemed the possessor of Aladdin's lamp. In two years students had gathered in from all the States, dormitories had arisen as by magic, and the quiet city was transformed into one of the most remarkable educational centers in America. In the fall after his graduation Mr. Holcombe was engaged in this institution as instructor in Latin, Greek, and History. He was eminently successful as a teacher, but at the end of two years of faithful service he resigned his position in order to pursue his own studies to greater advantage. Desiring to see something of the West, he spent a term at the University of Iowa, and was graduated from the law department with the class of '78.

In the following year he was appointed by State Supt. Smart chief clerk of the Department of Public Instruction, a position which he retained during part of the term of Mr. Bloss. Having returned to Valparaiso, he was nominated for the State Superintendency by the Democratic convention of '82, and elected in the fall, while not yet twenty-nine years of age.

The political canvass of the present year is just closed. As

I write, the published returns of the election of '84 show that the people have given his administration a well-deserved endorsement, in the re-election of Mr. Holcombe by a handsome majority.

Associated with him as I am, it would be inappropriate for me to comment upon the present administration of the Department. But for those who wish to review the work of the past two years I quote the following summary recently made by *The American*:

“To state briefly the work of this administration, it is to be noticed that in Mr. Holcombe’s term a summary has been made of the rulings of the Department from its organization, and the best and most comprehensive edition of the school law has been issued. American Literature has been taught in the teachers’ county institutes for the first time. A uniform course of study has been adopted for the country schools of the entire State. The first uniform examination and graduation of pupils from the country schools have been held. The first Arbor Day celebration has been conducted, and with signal success. The Record of Indiana in the War of the Secession has been brought to the attention of teachers and pupils for the first time. The first State outline of township institute work has been issued. The first circular letter in many years has been addressed to trustees, urging upon them such a course as experience shows is most conducive to the welfare of the schools. The State examinations have been Americanized and modernized to meet the demands of the time, and by a plan of supplementing relieved of much of their former drudgery. Practical changes have been made in the blank forms of reports, and better results have been reached in the financial statistics of the State. An exhibit of the State at the Madison Exhibition was so efficiently prepared and in every way so worthy as to win the highest praise accorded to any part of the exhibition. The Superintendent has been a credit and an honor to the State in his manly and wise course at Louisville and in his able participation in the work of the Department of Superintendence at Washington. The papers and books of the office have been classified and prepared for permanent preservation, as never before. The plan of a State Teachers’ Reading Circle

has been devised and perfected, and is now in practical operation. In all this work the Superintendent has borne a leading part."

Of our Superintendent's work abroad *The Valparaiso Messenger* speaks as follows:

"In the fall of 1883 Mr. Holcombe was a delegate to the Interstate Educational Convention assembled at Louisville for the purpose of considering and forwarding the project of securing Federal aid for education in the Southern States. He was a leading spirit of that notable gathering, and it was he who secured the proviso guarding the integrity of the State school systems—the only ground upon which the real friends of the measure could go before the people of the country. Defeated in the committee on resolutions, he brought the subject before the whole convention and maintained his position so well that the proviso was adopted by an almost unanimous vote. His amendment reads as follows: 'Provided, That such aid shall be distributed under State laws and by State authorities exclusively, but with proper guarantees for its faithful application.' In February he addressed the Department of Superintendence of the National Educational Association, at Washington, on 'Supervision of Country Schools,' his address being subsequently published by the National Bureau of Education in a pamphlet for general distribution."

SCHOLARSHIP AND DIDACTICS.

GEO. P. BROWN, PRESIDENT STATE NORMAL SCHOOL.

THE school is an institution for the preparation of the young for independent and self-directive action in the other institutions of society. This is the view which the State takes of it. The State establishes schools on the principle that to *prevent* is wiser and easier than to *cure*. It sees that all forces, spiritual as well as physical, elect to move along the line of least resistance, and that if this line shall lead by the way of industry and moral rectitude it must be because the forces of the young and moulding life of the child have by training become habituated to pursue

this way. The State makes the school in order that the administration of justice may be easier and more certain.

The teacher sees more in the school than this, although this is enough to justify its maintenance by the State. Perhaps, too, this is the only justification that can be made of universal education at the expense of all.

But the teacher, believing with Socrates, that the reason and the conscience of men are modes by which an all-wise and all-loving God reveals himself, and that the soul is immortal, finds a justification of education at any expense, since it is only through education that the soul can come into the love of knowledge and truth, which are the only sources of virtue and happiness. Socrates affirmed that teaching is a divine calling in that it aids the imprisoned reason and conscience to burst the bonds of sense and passion and raise the soul into the perfected image of its creator. With him, therefore, self-knowledge is the goal of all educational endeavor. "Know thyself," for in so doing one comes into the knowledge of all things worthy of his consideration. This view of education leads most surely to the end sought by the State, while it recognizes the worth of each individual soul, and its right to enter into its inheritance.

It is from this stand-point that I propose to discuss briefly the relative importance to the teacher of scholarship, and a knowledge of teaching.

The nature of a teacher's knowledge is two fold :—scholastic and professional. The first he possesses in common with every intelligent citizen. The second is peculiar to the teacher and is what distinguishes him from the lawyer or physician, or the follower of any other vocation. This professional element we name Didactics. Mere scholarship, therefore, does not make the teacher as distinguished from the intelligent and scholarly man or woman.

* * * * *

What shall be said of the relative importance of these two kinds of knowledge? One thing is evident, that scholarship is fundamental. The teacher must possess what he would impart. No one can teach more than he knows. And also the teacher must know more than the fact he is to impart. This is true for

the reason that knowledge is the discerned relations of things. An isolated fact is not knowledge in any other than the most partial signification of that term.

Knowledge is the correspondence of one's ideas of things with the reality of those things. But there is no such a reality as an isolated thing. All things are parts of an organized whole and have no meaning or excellence except as related to that whole. Therefore, he who would teach a fact must throw upon it the light of all the related facts before he is prepared to present it to another. This statement rigidly construed would require that every teacher be possessed of all knowledge, since the whole of all knowledge is a system of related ideas. This would be the ideal teacher, but it is an ideal that can become actual only in a being possessing infinite attributes. Like all ideals it is beyond actual attainment by a human being. It does not follow, however, that it is without value as a standard, for the higher our aim, the greater will be the fruition of our endeavor. There are relative standards of knowledge attainable by teachers which need to be considered.

There is an elementary and a scientific knowledge of things, and there is an elementary and a scientific stage of instruction. He who teaches in the elementary stage does not need that comprehensiveness of view that another must have who shall teach successfully in the higher stage.

Knowledge is elementary when the relations discerned are the lower and simpler ones, which the growing mind first apprehends. They are those of place and time; of whole and part; of diversity and similarity, chiefly. The products in knowledge resulting from the study of things in these relations, when we employ the two processes of synthesis and analysis in our study, are a knowledge of individual things, of general notions and of classes of things. The commanding purpose of elementary education is to arrange the multitude of particulars into groups or classes, and thus relieve the mind from the burden of attempting to master each individual thing in detail. One individual being learned, makes me know all that it is essential to know of every other individual of the group to which that belongs.

The elementary teacher needs to have a wide and extended knowledge of things in these relations. He needs a large fund of information ready at hand for example and illustration. He wants a mass of properly classified facts.

Knowledge is scientific when these facts are discerned under the higher relations of cause and design. This study results in a hierarchy of ideas, so to speak, in which the relation of dependence affords the basis for a truer and more systematic classification. This higher form of knowledge it is necessary for that teacher to possess who aims to instruct those who have passed through the lower stage of knowledge. The pupil comes through the elementary stage, knowing things as like or unlike others, as parts of wholes, or wholes having parts, which wholes are wholes of space or wholes of time, i. e., made up of parts which exist in space, or of events that occur in time.

He comes through the higher or scientific stage knowing things as caused and perceiving the relation of dependence and the finger of design in whatever is. This is what his higher education ought to do for him in the way of information.

By way of power it should make him able to transfer the processes by which he has been enabled to discover these relations in the things he has studied, to the discovery of them in things he has not studied in school. The power to trace effects to causes is necessarily accompanied by the power to predict effects from causes known to be active. Thus results the man who is able in any department of life to which he may devote himself to make a rational explanation of what is, and to predict with approximate certainty what will be: which is as good a definition as I could frame of the practical and successful man of affairs.

I have drawn a sharp and definite boundary line between elementary and higher instruction. It is impracticable to draw such a line in actual teaching, for the reason that there is no period in the life of an individual when one set of powers are active to the exclusion of all others.

It is true, however, that in childhood there is little power to apprehend these higher relations of things, and that there is a gradual development of this power until it becomes the commanding activity of the mind.

There is a period in school life which we may call the period of transition, which will be briefly considered further on.

I have attempted to show that there is a difference in the scholastic attainments *essential* to success, between primary teachers and those of higher schools: mind that I say *essential*. I come now to the consideration of the professional knowledge requisite.

Socrates is said to have held that aptness to teach is immeasurably more important in the teacher than mere knowledge, which may be accompanied by a very weak mind.

To this he added that the apt teacher who is unlearned must be conscious of his ignorance or no good results can follow. The apt teacher is the one who, he would affirm, can stimulate the self-activity of the pupil. This may be fully aroused by a teacher whose range of knowledge is narrow, provided he makes the right use of what knowledge he possesses, and does not assume to know and to teach that of which he is ignorant.

It is aptness to teach that distinguishes the teacher from the mere scholar. By aptness to teach is meant facility in stimulating those forms of mental activity in the mind of the pupil, which shall produce the best results in knowledge and discipline.

Can this art be learned? It is undoubtedly true that there are *born* teachers as there are born artists or financiers. But as most of our successful men of business and many of our artists become such through toil and much study, so it is that most of our best teachers have had little peculiar natural endowment for their vocation, other than a desire to benefit their fellow men. We hold that teaching is an art that can be learned.

If it be true that aptness to teach is of even greater importance than scholarship of the teacher,—by which is meant that the power to *train* the young mind to right methods of self activity is of greater moment than the ability to *tell* the child a great many things that he does not know and which would be of little use to him if he did,—then the importance of the professional education of the teacher necessarily follows.

What class of teachers most need this professional training? Those, as it seems to me, who are to instruct in the elementary and transition periods of the child's growth.

This will be apparent, I think, when we consider the nature of the matter taught in our elementary schools and the condition of the mind of the pupil, compared with that of the adult teacher. The untrained teacher, like most of the text-book makers, considers the mind of the child to differ from his own only in the amount of energy it can exert. If we were to judge from the primary Geographies and Grammars that are supplied to our schools it would be inferred that the primary stage of study differs from the advanced stage only in the amount of matter to be taught. There is no appreciable difference in the method nor in the kind of matter. But there is only a certain kind of knowledge, as we have seen, that the young child is able to acquire profitably. Any attempt to force him to make other acquisitions is either a vain effort or a harmful one. The teacher must know what matter to select and what to do with it after selection. This he is able to do only by careful and continued observation of the workings of the child's mind.

There are transition periods in the growth of mind which the teacher needs to consciously observe. One is that from concrete to abstract knowledge, as it is usually termed. This marks the development of the child's power to construct and make use of general notions. This is a stage requiring careful management. The child is prompted to generalize by certain motives and is repelled by others. The teacher who shall successfully use these motives and bring the pupil on into the stage of reflective study, with least loss of time and energy, will need to know both the difficulties to be overcome and the motives most influential in overcoming them. Then, there is the other transition period from the power to see things in their lower relations to the ability to seize their scientific relations. This is a longer period and calls for the use of a varied and extensive knowledge of mental processes. The art of school government calls, also, for a knowledge of the relative value and effectiveness of motives and of the classes of motives fitted to pupils at different periods. He is a poor governor indeed who imagines that all pupils must be governed alike.

All of these delicate transitions occur between the first and the

tenth or eleventh years of school, and include the time known as that of elementary instruction. The period of secondary instruction begins with about the third year of the high school, and includes the college and university education.

In this the mental processes of the student are in accord with the method of the subjects. A good text-book is an effective teacher. There is comparatively little use for strictly pedagogical knowledge. If the teacher is a master of his subject and can throw around it the charm which attends such mastery the desired educational results will follow.

This brief analysis of some of the notions involved in my theme, incomplete and unsatisfactory though it be, may possibly suggest an answer to the question of the relative importance of pedagogical and scholastic training for the teacher.

For the primary and lower grammar schools thorough professional study is of more relative value than extended scholarship. In the upper grammar and lower high school grades not less of pedagogical skill and more of scholarship is essential. In the upper high school and the college the highest scholarship is brought into requisition with an ever decreasing necessity for pedagogical training.

COMPOUND PROPORTION.

T. J. SANDERS, SUPT. OF THE BUTLER SCHOOLS.

NOTHING is more self satisfying and ennobling to the thoughtful student than to be able to rise from the realm of mere empiricism, the cut-and-try methods, the checker board analysis, into the sphere of rational and positive knowledge. When a boy in the old country school, and called upon to solve the problems in compound proportion, I would try the numbers in one way, then I would watch patiently to see if I had obtained the answer. If the first effort failed, I tried again and again, changing the numbers till the answer was obtained. If I did not employ this method, I depended upon the correct statements on the fly-leaves of the books of older pupils. This I find to be the experience of nearly every one. It is with the hope of obviating the

difficulty and presenting the subject with such clearness as to make every step rationally and the correct result a *certainty*, that I present the following. I shall treat simple proportion first as preparatory to the subject in hand.

Problem: If 6 bu. of wheat are worth \$7.50, how much are 24 bu. worth?

OPERATION.

$$6 \text{ bu.} : 24 \text{ bu.} :: \$7.50 : X \$ \quad X = \frac{24 \times 7.50}{6} = \$30.$$

EXPLANATION.

Make second couplet first by selecting the third term and comparing it with the unknown or fourth term. Then since proportion is an equality of ratios and there are but the two remaining terms, they must stand in the same relation as the second couplet. Since money is required in the answer, place \$7.50 as the third term and X as the fourth term making the second couplet; and since 24 bu. are worth more than 6 bu., we have in the second couplet a less number to a greater, then without further thought make the first couplet, a less number to a greater, and the statement *must* be correct.

COMPOUND PROPORTION.

Problem: If 8 men can earn \$96.00 in 10 days, by working 8 hours a day, how many dollars can 12 men earn in 5 days, by working 12 hours a day?

STATEMENT OF CONDITIONS.

Given conditions 8 men, \$96, 10 days, 8 hours
Required conditions . . 12 " X 5 " 12 "

OPERATION.

$$\left. \begin{array}{l} 8 : 12 \\ 10 : 5 \\ 8 : 12 \end{array} \right\} :: \$96 : X, \text{ or } X = \frac{12 \times 5 \times 12 \times 96}{8 \times 10 \times 8} = \$108.$$

EXPLANATION.

Compound proportion may be regarded as a series of simple proportions with the third term and the unknown term, and the different couplets form the successive simple proportions for the time being, independent of the other conditions of the problem. Thus, since dollars is required in the answer, put \$96 for the third term and X \$ for the fourth term. Going

back to "statement of conditions" take the first two of the same name and say, 8 men earned \$96 in a certain time, other things remaining the same, (and this is the important thing, as all the rest of the problem should be forgotten for the time being), will 12 men earn more than 8 men? Evidently more. Then we have in the second couplet of this first proportion a less number to a greater; without further thought, then, we place the terms of the first couplet, less to a greater, then we have 8 men : 12 men :: \$96 : X \$. Passing to the third item under "statement of conditions," the second having been used to form the second couplet, we say, by working 10 days \$96 are earned, *other things being the same*, will more or less than \$96 be earned in 5 days? With this form the second simple proportion, 10 days : 5 days :: \$96 : X. Similarly passing to the last, say, by working 8 hours a day \$96 are earned, *the conditions remaining the same*, will more or less than \$96 be earned by working 12 hours a day? From this we get the proportion 8 hours : 12 hours :: \$96 : X.

I will solve a more lengthy problem, whose explanation though omitted, will be essentially the same.

Problem: If 100 men, by working 6 hours a day, can in 27 days dig 18 cellars, each 40 feet long, 36 feet wide, and 12 feet deep; how many cellars, each 24 feet long, 27 feet wide, and 18 feet deep, can 240 men dig in 81 days of 8 hours each:

STATEMENT OF CONDITIONS.

Given conditions,	100 men,	6 hr.	27 da.	18 cel.,	Long.	Wide.	Deep.
					40 ft.	36 ft.	12 ft.
Required "	240 "	8 "	81 "	X "	24 "	27 "	18 "

100 : 240	}
6 : 8	
27 : 81	
24 : 40	
27 : 36	
18 : 12	

OPERATION.

$$:: 18 : X, \text{ or } X = \frac{240 \times 8 \times 81 \times 40 \times 36 \times 12 \times 18}{100 \times 6 \times 27 \times 24 \times 27 \times 18} = 256.$$

Employ cancellation.

Who is the greatest liar? He who speaks most and loudest of himself.

True repentance is the heart's sorrow, and a clear and pure life ensuing.

ANSWERS TO QUESTIONS IN TEACHERS' EXAMINATIONS.

BY THOMAS BAGOT.

COUNTY Superintendents frequently receive very absurd and ludicrous answers to questions given to applicants for teachers' license, and, as "a little nonsense now and then is relished by the best of men," it may not be out of place to give a few of them in the Journal.

Possibly, too, some good may be accomplished by emphasizing, in a manner, the importance of giving concise and definite questions as a means of securing concise and definite answers.

Let us first notice, in each instance, the manner in which the applicant is affected by the question, and then, subordinate to this, the manner in which he fulfills the requirements of the case.

1. *Question understood by the applicant.*

- (1) Answer correct.
- (2) " incomplete.
- (3) " incorrect.
- (4) " not attempted.

In 1, the applicant would receive full credit; in 2, something between nothing and full credit, owing to the merit of the answer; in 3 and 4, no credit would be given.

2. *Applicant will not admit ignorance of question.*

- (1) Guess.
- (2) Dodge.

Let us suppose that the question is, "What cape is at the southern extremity of *Florida*?" and that the applicant, although well aware of his inability to answer it, does not believe that "an honest confession is good for the soul" in all cases, and is not willing to acknowledge that he does not know what cape is meant. In this case he trusts to luck, and either makes an attempt to guess the cape, or answers, perhaps, that "The Cape of Good Hope is south of *Africa*;" hoping in the former instance to hit on the required cape, and in the latter to have the superintendent believe that *Africa* was read for *Florida* in the question.

3. *Question misread by the applicant.*

- (1) Answer not attempted.
- (2) " " correct.

Of course, if the question is not read correctly, an erroneous meaning is implied and the answer can not be given. However, in certain cases, where the cause of the error in an attempted answer is apparent, and the superintendent can assure himself that the applicant is not trying to come the "dodge" on him, he might be justifiable in giving a small credit, although to do so would probably have a tendency to make the applicant observe less closely in the future.

4. *Question misinterpreted by the applicants.*

(1) Answer not attempted.

(2) " " correct.

Here, without misreading the question, the applicant construes it differently from what is intended. The great body of ludicrous answers occur in this case and the one following. Here are a few of them:

a. Name a distinguished writer now living. Answer: "Mr. Eclectic, author of copy books."

b. What preparation have you made for teaching? Answer: "I have shucked my corn and cut my winter's wood."

c. What was the length of your previous certificate? Answer: "It was about fourteen inches in length."

d. What grade of school have you taught? Answer: "As I was very successful, I suppose my school was of a high grade, but I don't like to brag of my own work."

5. *Ignorance of question not known to the applicant.*

Answer incorrect.

Here the applicant is ignorant of his own ignorance, and thinks that he is doing excellent work. With perfect honesty and frankness he launches forth his crude and confused ideas of things as if they were comprehensive and complete. Observe a few examples:

1. Describe the thermometer. Answer: "The thermometer is an instrument by means of which the temperature of a room is kept uniform."

2. Who was Franklin? Answer: "The man who discovered electricity."

3. What is meant by the Monroe Doctrine? Answer: "Monroe was a Methodist."

4. How do you account for the six months' night at the pole? Answer: "The succession of the seasons has thrown the earth's axletree out of shape."

5. What is wind? Answer: "It is air set in motion by an approaching storm."

6. How did Columbus happen to discover America? Answer: "He had to; the Queen of Spain got after him and made him do it."

7. What causes a man to become fatigued? Answer: "His muscles get out of circulation."

8. Why is it colder in winter than in summer? Answer: (1) "Because the sun's rays lose their heat in cold weather." (2) "Because the earth is further from the sun."

9. Name five American generals in the Revolutionary war. Answer: "Thomas Jefferson and Napoleon. I can not think of any others."

10. Which ocean is the deeper, the Atlantic or Pacific? Answer: "The Pacific; it has no bottom, while the Atlantic has a bottom."

Closely akin to these answers and equally worthless are the following, although some of the questions are little better than the answers:

1. What became of De Soto? Answer: "He died."

2. How do we see? Answer: "With our eyes."

3. Describe the sternum. Answer: "It is a bone of the body."

4. Who was La Salle? Answer: "A Frenchman."

5. What was the cause of the Revolutionary war? Answer: "Trouble between England and America."

Hundreds of other examples could be added, but these will suffice.

ANOTHER IDEAL TEACHER RECIPE.

J. B. MUSCHET.

It is not so many years ago, since Indiana was included in the "Far West," and was peopled only by hardy pioneers and credulous Chuzzlewits in search of paper cities. Not long ago, either, since a tiny log cabin, ventilated by gaping cracks, nestled among the tall trees and was dignified by the name of school-house.

Later still Posey Kyounty Injeanny was the acknowledged seat of the Hoosier dialect, and the person who spelt "taters" with

a 'p' was ahead of his day and generation. "No lickin' no larnin'" and "Spoil the rod, spare not the child," were word and countersign then.

All this has changed. Progress has pushed western ignorance and superstition so far toward the setting sun, that they are likely to topple into the ocean and be lost to posterity. The sharp Hoosier State has been always ready to grasp at new ideas and is striving to reach a height where she can not be surpassed in educational matters.

With so much accomplished in such a short time, what may we reach in the future. Imaginative writers are not slow to answer. Ideal schools with ideal teachers are painted in such dazzling colors that the schools of the present fade into insignificance.

The teacher of the future is a favorite theme. We read of his virtues and graces until we are overpowered with the sense of our own infirmities. But like the boys in the Sunday-school books, that Mark Twain tells about, "We have never seen him alive." Probably hard work and poor wages are "too many" for him! And who ever hears of "ideal wages?" The reply of the conference to the church which asked an ideal preacher and offered a meager salary, applies also to discontented seekers after a new species of teacher—"You had better make a bargain with the Angel Gabriel. He could board in heaven and come down Sundays to preach."

In this practical age of hurry and progress, we should not lose time striving to make a model too perfect to be equaled or too etherial for everyday use. Here is my recipe:—

Having as foundation an educated christian person, we will not require him to choose the profession from philanthropic motives. He is none the worse for having an eye to the dollars and cents. Endow him with that extract of sense, taste, patience and so many other good qualities, called gumption. Put his courage, energy, perseverance and firmness into one lump and call it grit. Let his motto be, "I'll do the very best I can," and we have an ideal that we can make a reality, and one capable of meeting any emergency.

EVANSVILLE, IND.

DEPARTMENT OF PEDAGOGY.

This Department is conducted by GEO. P. BROWN, President State Normal School.

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THE COUNTY INSTITUTE.

FOUR weeks' recent experience as instructor in institutes prompts a reflection or two upon these county teachers' meetings.

The institute may be made an important auxiliary to the public school work in the county. These meetings are usually well attended, especially by the better class of teachers. It is a noticeable fact that the most regular and interested members are generally the teachers who hold the highest grades of license, occupy the best positions and do the most efficient work in the schools. If the instruction, while not ignoring the needs of the younger and less experienced teachers, can be made interesting and valuable to the stronger half, its influence will be greatly increased. The county institute affords the only opportunity provided by law for direct professional instruction, of which the majority of teachers can avail themselves. The excellent outlines now furnished instructors make it possible to do a great deal of valuable systematic work for the county teachers in these meetings from year to year.

The institute itself, like the school system, has been a growth. In the earlier stage of school work, it was held that scholarship is the only essential qualification of the teacher; that whoever possesses the ordinary academic knowledge of a subject is prepared to teach that subject. With this view, there could exist little reason for the annual institute, since but a small amount of knowledge of the subjects could be acquired by this means. The idea soon obtained that in addition to a knowledge of the subject, the best method of teaching it should be known. Not something in lieu of a thorough knowledge of the subjects to be taught, but something additional. The earlier phase of institute work in the State consisted largely in the discussion of school work from the experimental point of view—the exchange of experiences in the school-room. This phase of institute work is a very important

one, and will always hold a prominent place, since the ultimate and supreme test of every educational method and doctrine must be their practical working out in the school-room.

But a new demand has arisen, and that is, that while holding fast to all in the way of scholarship and method that experience has proved to be valuable, the work of instructing and governing schools shall be grounded on principles. There comes a period in the development of every art when its processes must submit to the higher tests of reason. To arrive at methods of instruction and government solely through experience, is too expensive to the subjects of the experimental process. The demand of the present is a class of teachers who can work through the experimental period in the light of previously ascertained principles. The county institute is, in a measure, responding to this higher demand for more strictly professional instruction. Scores of teachers are present in every institute who demand the reason for every process recommended, who ask for the statement of principles that underlie the method described and urged. It seems a significant fact that in the outline adopted by the county superintendents for the institute work this year, there should appear a subject entitled, "*The Science of Teaching.*" It suggests that we are entering upon the third stage in the development of the idea of teaching—the scientific stage.

It is noticeable that there is a more general and manifest interest among teachers in the real problems of school work. The professional side of every subject is undergoing more thorough discussion, and receives a more thoughtful consideration than heretofore from the average institute. This is an encouraging indication, for it is in this direction that the progress of the future is to be made.

W. W. PARSONS.

THE ESSENTIAL PARTS OF ARITHMETIC IN THEIR RELATIONS.

AN examination of the average text book on Arithmetic reveals the fact that but little attempt seems to have been made in the matter of simplifying and unifying the various parts of the subject. Each topic is treated as though it were unrelated to

any other part. It has seemed to me that the *science* of Arithmetic can readily be acquired while the pupil is mastering the "*art* of computing;" and in my own teaching I have endeavored to exhibit the parts of the subject in their relations,—to show how one part grows out of another,—to lead the pupil to grasp the facts and principles that are common to kindred parts. In taking up the study of the *number processes* it is not a difficult thing for pupils to see that, aside from comparing numbers, the mind can perform but two operations upon them; viz., it can combine them into a whole, and it can separate the whole into the parts which compose it.

In the order of time, the process of separating a whole, or sum into two parts,—or *subtraction*, as it is technically called, is presented immediately after the process of putting the parts together, (addition.) It is not at all a difficult matter for the pupil to see that *minuend* is but another name for *sum*; and that *subtrahend* and *difference* are but other names for the *addends* in any given case; and that the process of subtracting consists in supplying from memory the addend (difference) which added to the subtrahend makes a sum equal to the minuend. The intimate relation of the analytic process of subtraction to the synthetic process of addition is thus very easily and clearly shown, and, when once firmly fixed in the pupil's mind, it becomes a possession that he can use without modification in any subtraction that he may be called upon to effect, whether the quantities involved be integral, fractional or compound numbers. He even carries the same method of procedure without any change whatever into his treatment of Algebraic subtraction. He is not troubled in regard to changing the sign of the subtrahend (seeing no reason therefor simply because there is none.) But, having long ago learned the essential nature of subtraction in its relation to addition, he compares minuend and subtrahend and supplies the required quantity whether it be positive or negative. He can test his work at any step by adding together subtrahend and difference and comparing the sum with the minuend.

Multiplication is a secondary synthetic process: i. e., it is derived from addition. Primarily several equal numbers are com-

bined by addition. The process is repeated until the mind is able to recall from memory the sum of the several equal numbers if it know the value of each of those numbers and the number of them. This act of recalling the sum from memory under the conditions stated, we denominate *multiplication*. Upon carefully examining the process called multiplication together with the steps that lead to it, the attentive pupil readily sees its intimate relation to addition. He learns that the term *product* is but another name for *sum*, and that the term *multiplicand* is but a special name given to any one of the equal addends involved, and that the term multiplier is but the number of those addends. In discussing the *principles* of multiplication, the pupil does not find as many distinctly *new* thoughts as at first might be supposed. For example;—*The product is of the same kind as the multiplicand*, is but a re-statement of the principle—the sum is of the same kind as the numbers added.

The process of composition (the forming of a composite number) immediately follows that of multiplication in a logical arrangement of topics, but whether it be taken up for study in its logical order or be postponed until the properties of numbers are discussed, the pupil is to note the fact that the term *composite* is but a name for the product of integers each greater than *one*. In its proper connection the term *power* is seen to be but another name for composite number, and hence a product. It is readily seen that the distinguishing mark or limitation of a power is *equality of factors*.

The study of division is usually one of difficulty for the pupil. It need not be difficult if the process be carefully connected with its correlative, multiplication. Take the pupil into division by reversing a multiplication. He thus sees that dividend is product, and that divisor and quotient are multiplicand and multiplier.

Division may be studied in its relation to subtraction, the dividend being the minuend, the divisor being a constant subtrahend and the quotient being the number of successive subtractions necessary to exhaust the dividend (minuend.) But the number of times that a given subtrahend can be taken from a

given minuend is but the other side of—the number of times that the subtrahend must be used additively to obtain the minuend; so that the relation of division to subtraction is at one with its relation to multiplication.

A mastery of *addition*, including its direct derivatives, viz., multiplication, composition and involution, and also its reverse derivatives, viz., subtraction, division, factoring and evolution, is the mastery of *Arithmetic*.

Every application of numbers, whether integral, fractional or compound, is made in obedience to principles which inhere in one or more of the synthetic or analytic processes named above.

Some of these applications will furnish matter for succeeding papers.

N. NEWBY.

PRIMARY ARITHMETIC.

THE following is offered as a contribution to the discussion of the Grube Method of teaching number, so ably begun in the November number of this Journal by Dr. White.

There are two distinct modes of procedure in teaching primary arithmetic :—

1. One of these deals mainly with the symbols of numbers.
2. The other deals mainly with numbers themselves as connected with things.

The former is the old time-honored method of my boyhood. Notation of small and then of large numbers is first taught; after this numeration is considered in a similar way ;—then addition, and after that subtraction, etc.

A modification of this procedure consists in treating groups of numbers in these different ways. From 1 to 10 constitute the first group, from 10 to 100 the second, from 100 to 1000 the third, etc.

In both of these methods the things prominently in the mind of the learner are the symbols and the processes in which these are employed.

The second mode of procedure requires that the child shall learn number by dealing with the numbers themselves.

It is possible for the child to do this only when objects, either external or imagined, are employed. The distinguishing characteristic of this mode of procedure is that it deals with numbers by *objective illustration*. This thought of objective illustration is the prominent one in the Grube Method. Marks, or dots, or kernels of corn, or shoe-pegs are employed to impart a knowledge of the number processes.

There is another thought in it not so important, viz., that all the operations possible within the limits of the number that is being studied, shall be taught before the next higher number is introduced. In studying 5, for instance, it is to be treated by every power of analysis and synthesis possible, that does not involve the use of a number greater than 5. The study of the number 2 is completed when the child knows the following facts: $1+1=2$; $2\times 1=2$; $1\times 2=2$; $2-1=1$; $2-2=0$; $2+1=2$; $2+2=4$. This exhausts the entire series of operations.

This thought is the one peculiar to the Grube Method, and often has been thought to be that in which its chief excellence lies. But as has been shown by Dr. White, this characteristic is of doubtful value.

Yet, when the teacher labors with an eye single to the teaching of the different operations by the method of *objective illustration*, he will find that he must make haste very slowly, if the child shall really master the operation and not merely memorize the symbols; and that each of the four arithmetical processes may be made to throw some light upon all the others. It is certainly true that the operation of addition can not be known without knowing that of subtraction. Now multiplication is but a form of addition in which the numbers added are all equal each to each; and division is but a process of continuous subtraction in which the subtrahend is constant. The result in multiplication ought to be viewed as made up of *parts* as well as in addition. The two factors of a number,—for it can have but two at any one stage of the operation of factoring,—consist (1) of one of the equal parts of which it is thought to be composed, and (2) the number of times that part must be taken to make the number. When the child sees this he knows that he is combin-

ing parts to make a whole in multiplication the same as in addition. The essential difference between addition and multiplication is that in multiplication the equal parts are grouped and their sum committed to memory and made use of in the process when thus memorized.

But what needs to be emphasized, and what this article was written to emphasize, is that the child must be taught number by the persistent use of objects if he is to learn *number*. He may memorize the groupings of symbols without this, which is all that is learned in many cases, even when the teacher thinks she is teaching Grube Method.

When the teacher discovers that the combination of the four operations confuse the child, she should limit them to two. But if she hold her mind persistently to that most important thought of this method, viz., that of *objective illustration*, and proceed only so rapidly as the pupil can make his way by the combination and separation of objects which he works with, then it is probable that at a very early period some use can be made of this peculiar thought in the Grube Method, which combines the four arithmetical processes in learning each number.

G. P. B.

PRIMARY DEPARTMENT.

[This Department is conducted by LEWIS H. JONES, Supt. Indianapolis Schools]

PRIMARY GEOGRAPHY.

IN the last preceding article of this series, the knowledge to be given in a course in Geography was considered as divided into two parts; first, that knowledge which the pupils are expected to learn thoroughly, repeat often, and remember permanently, in some fitting form of words; and, second, that knowledge which pupils are expected to learn incidentally, to assimilate in thought and work over into imaginative forms, but for which they are not to retain any definite form of statement. The first of these two kinds of knowledge would be carried out something as follows:

Find a map of the United States or of the Central States, and examine the surroundings. Notice that if one were to go directly north from (central) Indiana far enough he would pass into the State of Michigan; also that a large lake—Lake Michigan—touches Indiana on the north. Because Lake Michigan and Michigan are next (outside) Indiana on the north, Indiana is said to be bounded on the north by Lake Michigan and Michigan. In a similar way work out the eastern, southern, and western boundaries. Then sum all up in the following sentence for final recitation and remembrance: Indiana is bounded on the north by Lake Michigan and Michigan; on the east by Ohio; on the south by Kentucky, separated by the Ohio river; and on the west by Illinois, partly separated by the Wabash river.

The Miami river separates Ohio for a short distance—six miles—but this is so slight a matter that I prefer not to incorporate into the body of the statement, but merely to mention it as an interesting incidental. The form above given, by a little variation, may be made to suit every State or region which it may become necessary to bound in the entire course of geographical study.

After boundaries, the chief rivers should be described. For Indiana, only the Wabash, the White, and east and west forks of White river. On the map, study with pupils until all agree with respect to the place of its source, its first general direction, its first important turn, its next direction, etc., and finally into what water it flows. Describe the Wabash river as follows: The Wabash river rises in the extreme western part of Ohio, north of the middle line, flows northwest into Indiana, then west, then southwest, then south, and then southwest into the Ohio. The White river is formed in the southwestern part of Indiana, by the junction of its east and west forks; it flows southwest a short distance, and enters the Wabash. The west fork of White river rises in the extreme eastern part of Indiana, a little north of the middle line, flows west, then southwest, and unites with the east fork to form White river proper. A similar description should be made for the east fork. After these descriptions have been agreed upon, each child should be held account-

able for an accurate recitation of them. Thus the forms will become fixed in memory and are easily applicable to new themes as they arise.

Next, general surface. Make brief work of this topic, so far as definite reciting is concerned. It must of course be a matter of mere testimony to pupils. The following is sufficient: Southern Indiana is hilly and broken, and all the streams are bordered by high bluffs. The central and northern parts are generally level or gently undulating. Of course there should be much more than this said of the surface of these different parts during the reading and conversations; but only the above saved for permanent remembrance in definite language.

Of forests say: The larger part of the State was originally covered with heavy forests; in the north and northwest are many prairies.

Of climate it is fair to say that Indiana has the cold winters and hot summers of the temperate parts of the earth; has a fair supply of moisture, and has a comparatively high degree of healthfulness.

Of agricultural products—Wheat, corn, and hay should be mentioned.

Next, cities. Teach definitely the location of four cities; Indianapolis, Evansville, Ft. Wayne, and Terre Haute. Indianapolis is situated in the center of the State, on the left bank of White river. It is the chief point for the distribution of goods to the smaller towns of the State. The Institution for the deaf and dumb, and the Hospital for the insane are situated there. Evansville is situated in the southwestern part of the State, on the Ohio river. It has a large river trade, and ships pork, tobacco, and liquors. Terre Haute is in the western part of the State, on the left bank of the Wabash river. It has a large blast furnace and nail works. The State Normal School is situated here. Ft. Wayne is situated in the northeastern part of the State, at the head of the Maumee river. It has extensive car shops.

Of minerals: The entire southwestern part of the State is a vast coal field. There is building stone of good quality in many places in the State.

The above seems at first thought a very meager outline; but it is to be remembered that in the direct and positive teaching of this much else would be incidentally brought to notice.

Another paper will treat of this incidental, accompanying information, and the method of its acquirement.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

A SKETCH TAKEN FROM LIFE.

SCENE—Recitation Room.

ENTER GRAMMAR CLASS—Average age of pupils 14 years.
(They have studied grammar two years.)

Pupil. "She reads well, converses better." *Well* is an adverb, modifies reads. *Better* is an adverb, modifies *she*.

Teacher. (Without showing any signs of distress,) What part of speech is she?

P. She is a verb.

T. What *is* a verb?

P. A verb is a word that asserts action, being, or state.

T. Which does this assert?

P. State.

T. A verb will always make sense when used with I, you, he, John, etc. Suppose we try this one. I she; you she; he shes. (By this time the class were all laughing, and seemed to see that some one had blundered.)

Well, what *does* the word better modify?

P. Don't know.

T. *How* does she converse?

P. She converses *better*.

T. What word tells how she converses?

P. Better.

T. What word does better modify?

P. Converses.

T. What part of speech is converses?

P. An adjective.

- T. What makes you think so?
P. It modifies the pronoun *she*.
T. In what way does it modify *she*?
P. Don't know.
T. Does it tell what kind of person *she* is?
P. No, Sir.
T. Does it show *which* person is meant?
P. No, Sir.
T. Does it tell how many?
P. No, Sir.
T. Well, then, it does not modify *she*.

Just here one pupil claimed that he could write all the definitions and rules. The teacher replied by asking the class if a knowledge of all the names of the tools used by a watch-maker, and a power to describe them would enable him to make a watch. They said No. He then asked what else he must know. They said he must know how to use them. He then said, "Just so with your definitions. You must know how to use them."

Now, what is the use of *converse*?

- P. It tells what *she* does.
T. Yes. What part of speech is it?
P. A verb.
T. Why?
P. Because it asserts.
T. What part of speech is *better*?

- P. An adverb.
T. Why do you think so?
P. Because it is used to modify the verb *converses*.
T. How must we determine what part of speech a word is?
P. By its meaning, and use in the sentence.
T. (Seemed to doubt their understanding of this statement.)

I have a good apple. Which is the noun?

- P. Apple.
T. How do you know?
P. It is used to name something.
T. What part of speech is the word *good*?
P. An adjective, because it modifies *apple*.
T. The good are happy. What part of speech is the word *good*?

P. An adjective, modifying—modi—fy—ing—the noun—happy.

T. (Keeps his countenance.) Why do you think happy a noun?

P. Because it names something.

T. What does it name?

P. Don't know.

T. Did you ever see, smell, feel, taste or hear a happy? Can you think of a happy?

P. No. I don't think it is a noun.

Just here the time was up. *Exeunt class.*

Here is food for a teacher who is in the habit of thinking about the failures he and his pupils make. It may be that they began grammar too young. But that is not the question. We should not spend *all* our time discussing whether technical grammar should be in the schools. The fact is, it *is* in the schools, and by proper authority, and thousands of teachers have agreed to teach it. "How can I teach it so as to produce mental growth in my pupils? is a question that concerns me." The plan of questioning as above is a good one. Read it again, and study the *plan*. Try it in your school. Try it every day for a month before you think of passing judgment on it: it will pay. Question in such a way as to make the pupil *use* what he knows to learn that which he does not know. He may forget his grammar then, but he will have grown in mental strength, which is worth more than all the rules and definitions of his grammar.

WRITING—POSITION, FREEDOM, EASE, RAPIDITY, AND HAND-WRITING.

THESE are perhaps the most difficult points to be found in teaching writing for *those who are not capable of following their own teaching*. The three good positions are too well known to require description here. Each one is best for especial cases, but it is generally better for the teacher to select which of the three is best, taking into consideration the surroundings, and insist in all adopting that one.

The first object to be gained is to get the hand in such position

that the weight of the arm shall be supported by the third and fourth fingers, and the muscle of the forearm. Take any letter, which contains an oval, usually begin with *O*, and keeping the pen fingers perfectly stiff, with muscle of forearm on the table, make groups of ovals—three to six in a group. Care nothing for the form actually made, so they keep the position and movement desired, providing they are intending to make a good form. This movement should be made slowly at first and with uniform speed. Other exercises may be given for variety, and as the pupils gain power give more difficult exercises. With each new exercise greater freedom is acquired, if good position is kept. Remember, these exercises are worth nothing if the fingers are allowed to bend as the form is made.

These exercises should be given daily until they can be freely and easily made. Do not urge rapidity in this, but a steady *uniform* speed. The pen must not move so fast that the *eye can not precede it*.

This practice should be kept up during a year. The pupils will then probably keep it up as long as they go to school. As the power of the pupil increases give at first short words to write, using the same movement. Do not allow the pen to be lifted from the paper, nor the hand to be hitched along until the word is finished.

Results—Good position, freedom of movement, control of the muscles.

W. H.

[*To be continued.*]

QUEER ONES.

AN agent sold \$200 worth of goods, what sum should he remit to the owner? Ans., \$6153.80.

A broker is a person who breaks things.

From a composition on Indianapolis: Indianapolis has about 75,000 inhabitants increasing in size all the time.

They were to supply subjects. This is how they did it: Treason crumbled. Patriots gleamed. Forests are gathering.

Q. For what is Persia remarkable?

A. For its melons, grapes, peaches, perfumes, shawls, and carpets which grow wild there.

Adverbs are compared like participles by adding *ly* and by prefixing *more* or *most* to the verb-root.

The above were taken from examination papers. The papers were prepared by pupils who have common sense and use it everywhere except in the school-room. They are perhaps a little slow. They have the idea drilled into them that they must say something and say it quickly. They are not allowed time to think in the recitation or in the examination. Give the slow ones a chance.

SPELLING.

"STUDY your spelling lesson" is a command often given by teachers. *How* to study it is a thing much neglected by both teachers and pupils. Pupils usually say it or spell it to themselves, and call that studying. They begin at the top of the columns and spell every word in the lesson many times. This is a great waste of time and strength. All words are not equally liable to be misspelled. The teacher should select the difficult words from the lesson and talk about them with the pupils somewhat as follows:—

Are there two l's or one in holiday? Spell the second syllable of the word. Spell the first syllable of cousin. The first syllable of facing. How many l's in really? What is the first letter in wrapping? How many p's in the word? How many n's in canned? What is the difference between scene and seen? Is there an e in bathing? Spell the first syllable of roguish. Spell the last syllable of jellies.

Referring to the peculiarities of words impresses them upon the children's minds so that they are better able to remember them.

EDITORIAL.

W. A. BELL, Editor-in-Chief and Proprietor.

GEO. P. BROWN, Pres. State Normal School, Associate Editor and Editor of the Department of Pedagogy.

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GEO. F. BASS, Supervising Principal Indianapolis Schools, and Critic in Training School, Editor of The School Room Department.

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Many other able writers contribute occasional articles to the JOURNAL. Should all those be enrolled as "Contributing Editors" who contribute one article or more a year the list could be indefinitely extended.

This large list of special editors and able contributors insures for the readers of the JOURNAL the best, the freshest, the most practical thoughts and methods in all departments of school work.

The Miscellaneous and Personal Departments of the Journal will not be neglected, but it places special emphasis on its large amount of unequaled practical and helpful educational articles.

An agent is wanted to raise a club for the Journal in every township in the State. Send for terms.

Persons sending money for this Journal can send amounts less than \$1 in two and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

NATIONAL ASSOCIATION.—The committee have under consideration several places for the next meeting of the Association. The majority seem to favor Washington, D. C. The Journal favors that city, and suggests that the Association be held early in July, before the adjournment of Congress.

THE WORLD'S INDUSTRIAL EXPOSITION, to open in New Orleans the latter part of this month, bids fair to equal the Centennial in most of its departments, and in some of its features excel it. Hundreds of teachers will use their Holiday vacation in visiting the "Sunny South," and in "learning by seeing."

THE PROGRAM FOR THE STATE TEACHERS' ASSOCIATION is certainly one of the best ever presented. There is a good variety of subjects, and every one is of practical interest. The attendance should be large. The advantage of these meetings does not consist wholly or chiefly in the facts learned, but principally in the new inspiration gained. It is worth a great deal for teachers to come together and look one another in the face, and form and renew acquaintances. It does much to ennoble and magnify our work, and this gives us strength. Come one, come all.

ARBOR DAY.—The Journal is gratified to learn that the naming of a fall "Arbor Day" resulted in the planting of many trees. In counties where the superintendents took the lead in the matter the planting was general. The participation in the work was not so general as it would have been had the notice been issued earlier, and more time given for preparation. The results, however, have amply repaid all effort made. The Journal suggests that those schools that were not ready to engage in the work at the time named (Nov. 14), should still give a half-day to the work. If each teacher would interest his older pupils and patrons in this matter and secure the planting of a few trees, the aggregate good would repay the trouble a hundred fold.

THE NORTHERN INDIANA NORMAL SCHOOL, at Valparaiso, has now been in operation ten years, with Mr. H. B. Brown as principal. It opened with thirty students, but began to grow at once, and has not yet stopped. Last year the average enrollment for the entire year was *fourteen hundred twenty-seven*. The enrollment this year so far is fully up to that of last, and everything is moving smoothly. The writer recently spent an hour on "College Hill," was present at opening exercises and heard one recitation, and was pleased with what he saw and the spirit that seemed to prevail. The "hill" seemed to be "alive" with students. The Journal wishes Mr. Brown and his enterprise continued success.

VOLUME XXIX.

This issue closes Vol. XXIX of The Indiana School Journal, it having been started in January, 1856. There are perhaps not more than a half-dozen persons in the State, now teaching, who were teaching when the State Teachers' Association first sent forth the Journal to do its work. Teachers have come and gone, but this paper has gone steadily forward for these twenty-nine years, doing its work as best it could. It has taken a lively interest and an active part in every onward move, and it has had a large share in effecting every educational advance that has been made in this time.

Persons, like trees, renew their youth by growing a little every year. The Journal is not an exception to this rule. It has continued to *grow*, and so is as young in spirit and vigorous as ever. It never before gave its readers so many pages of fresh practical thought, it never before had so many readers, and it never before in a single year received so many hearty words of commendation. It is safe to say that Vol. XXIX is the largest and best yet issued.

The editor returns his heartiest thanks for this liberal support, and

will endeavor to make the Journal so good that no teacher will willingly be without it. He is determined that the Journal shall contain the best thought of the best educators of the land.

The Journal index for the volume, found in this issue, will be a great convenience, as by it one can easily find any desired article without the trouble of looking through each volume. The volume can be nicely bound for 75 cents, and thus be made a valuable book of reference for many years to come.

MAKE UP A CLUB.

With this issue of the Journal the term of subscription of several hundreds of our patrons will expire, and as we never force the Journal upon subscribers beyond the period for which they subscribed, they are asked to renew. To be sure of the January number and an unbroken file renew at once.

We urge our readers not only to renew their own subscription, but to make up a club and thus secure club rates and a premium besides. A club of at least five can be easily raised in almost any township or town, if a little energy is put forth in this direction.

We offer the following premiums :

1. FOR A CLUB OF FIVE, I will give either of the following: Virgil, translated; The Koran (Mohammedan); Don Quixote; Arabian Nights; Robinson Crusoe; Swiss Family Robinson; The Complete Poetical Works of either Milton, Byron, Burns, Dante, or Mrs. Hemans; Johnson's Lives of the Great Poets; Boswell and Johnson—their Companions and Contemporaries; Jane Eyre, John Halifax, Gentleman; Ivanhoe, Baron Munchausen and Gulliver's Travels in one volume; Bacon's Complete Essays; Building a Home, How to Furnish a Home, Home Decoration, Home Amusement.

2. FOR A CLUB OF TEN, any two of the above, or either of the following: Shakespeare, complete; Taine's History of English Literature; Dictionary of the Bible; The Manliness of Christ; Green's Short History of the English People; Life of Napoleon Bonaparte; Dickens' Child History of England; Tom Brown's School Days at Rugby; Children's Bible Stories; Oscar Browning's Educational Theories; Hopkins' Comic History of the United States; Caulkin's Primary Object Teaching; Carlyle's French Revolution; Self-Help; Thrift; Duty; The Religions of the Ancient World; The Origin of Nations; Indiana School Journal.

The above books are fresh from the press, and are all neatly bound in cloth. This affords a splendid opportunity for a person to make a valuable addition to his library without the outlay of a cent of money. It only requires determination and perseverance in a good

cause. An agent should copy his list of subscribers carefully, giving address, with the county and state, and he should keep a list himself for future reference. He should send money by postoffice money-order or express.

In case a person wishes to add to his list in order to secure a more valuable book, he can do so by giving notice at the time he sends his first list.

WAR TO THE HILT.

It is unpleasant to see the fierce war (of words) that is being waged between T. W. Bicknell, editor and proprietor of the *National Journal of Education*, and A. M. Kellogg, editor and proprietor of the *New York Weekly*. It seems that Mr. Bicknell did not run the National Association at Madison, of which he was President, to please Mr. Kellogg, and in a letter to his own paper Kellogg criticised the management in many particulars. Among other things he accused Mr. Bicknell of manipulating the nominating committee so as to secure his re-nomination as President, and charged further that in order to secure this he promised to decline.

Dr. Harris, chairman of the nominating committee, and other members, come forward and make an emphatic denial that Mr. Bicknell had anything whatever to do with his re-nomination. They re-nominated him in order to secure another *large* meeting next year, which they wished to have held South for the benefit of the cause in that section. Mr. Bicknell declined to undertake the work again, and so another nomination was made.

The word of Dr. Harris, Dr. Pickard and other members of the committee ought to settle the matter, and does settle it with all unprejudiced minds. And yet Mr. Kellogg renews the charge. He should not allow his spirit of rivalry to thus blunt his better judgment.

It is true that Mr. Bicknell did not manage the National Association in accordance with the judgment of many of the leading educators who were in attendance; criticisms were numerous. Even the editor of the *Journal* indulged to a limited extent. But the fact remains that the meeting was a grand success. Its equal was never before known, whether considered as to its size, the ability of those selected to take parts, or financially. The association has been able to pay off some old debts, and it has several thousand dollars left in the treasury. Many thanks to Dr. Bicknell, and all honor to him.

QUESTIONS AND ANSWERS.

QUESTIONS BY THE STATE BOARD FOR OCTOBER.

THEORY OF TEACHING—1. How should the seats be arranged in relation to the light in the school-room?

2. Why should windows be opened from the top rather than from the bottom to receive ventilation?

3. Distinguish between voluntary and involuntary attention. What is the difference in their educational value?

4. Show that the ideal school must teach and practice the laws of health.

5. Why is it important that a spirit of kindness and good nature shall prevail in the school in order to secure the best results in learning?

ORTHOGRAPHY.—1. What is the distinction between a vowel and a consonant? Write all the vowels. 2 pts, 6-4

2. What is phonetic spelling? What is orthographic spelling? 2 pts, 5-5

3. Under what law is *y* changed into *ies* in spelling the plural of lady?

4. Discuss the advantages of written recitations in spelling, as compared with oral.

5. What is the distinction between a letter and an elementary sound?

6. Spell ten words dictated by the superintendent. 10 pts, 5 ea.

PENMANSHIP.—1. Name the three simple movements in writing.

2. Describe the forearm movement.

3. Describe, briefly, your plan of teaching penmanship.

4. Write the small letters in which the 2d principle (—) occurs.

5. Write the small letters in which the 5th principle (—) occurs.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and will be marked so or below, according to merit.

PHYSIOLOGY.—1. What is the relation of anatomy to physiology?

2. State the difference between walking, running, and leaping.

3. What is digestion?

4. What are the principal ingredients of food?

5. Name the qualities of a healthful diet.

6. What is the effect of cooking upon food?

7. Describe the heart, with diagram.

8. (a) May the body be kept too clean? (b) Why? a-3, b-7

9. State the constitution of nerve matter.

10. What is absorption?

READING.—1. Give what you consider the best method of teaching to children the meaning of words. 10

2. Describe the best position of the head, body, and book, in reading. 10

3. What is the difference between accent and emphasis? 10

4. What is the distinction between pitch and force? Between force and rate? 2 pts, 5 ea.

5. What is a good method of conducting the recitation of a 4th Reader class? 10

6. Read a paragraph of prose and a stanza of poetry selected by the superintendent. 2 pts, 25 ea.

GRAMMAR.—1. What kinds of predicates may a sentence have? State and illustrate how each may be modified.

2. Write two sentences that are interrogative in form and declarative in meaning. For what purpose are such sentences used?

3. Analyze the following sentence: "I shall certainly be at the train in time."

4. Write a list of ten conjunctions that may be used to show the relation between members of a compound sentence. Indicate by a single word the character of the relation shown by each.

5. Write sentences illustrating four uses of the substantive clause. Designate.

6. In what respect is the infinitive like the verb? How does it differ from it?

7. Participles may take the modifiers appropriate to what other parts of speech? Illustrate.

8. Correct the errors in the following and give reasons:

(a) Webster and Worcester's Dictionary.

(b) I went to Mr. Smith's, my old teacher's home.

(c) This is somebody's else work.

9. What is it to decline a pronoun? Decline *I, myself*.

10. Correct the errors in the following and give reasons:

(a) I speak to whomever speaks to me.

(b) I speak to whomever I know.

(c) I give it to whomever comes.

ARITHMETIC.—1. Define the terms interest, amount, principal, usury, discount. 5 pts, 2 ea.

2. What is ratio? A couplet? Simple proportion? Compound proportion? When are four numbers in proportion? 5, 2 ea.

3. A man gave to his daughter $\frac{1}{4}$ of his property, and to his son $\frac{1}{4}$ of it, which was \$890 more than the daughter received. What was the share of each? proc. 5, ans. 2

4. Will it increase or diminish the value of the fraction $\frac{1}{4}$ if 6 be added to the numerator and 5 be subtracted from the denominator?

How much?

5-5

5. A receives \$650 for the rent of a house, which is $12\frac{1}{2}$ per cent. of his income, and his income is $62\frac{1}{2}$ per cent. of B's income. What is the income of each?

5-5

6. For what sum must a note be drawn at 4 mo. 21 da. at 7 per cent, so that when discounted at a bank, the proceeds may be \$1944?

7. The capital of two partners is proportional to 4 and 3; their profits are \$10000, and their expenses \$2300. What is each partner's share of the net profits?

5-5

8. What is the distance between the opposite corners of a rectangular field, the sides of which are 69 and 92 rods respectively?

proc. 6, ans. 4

9. What is the cube root of 69934528?

10. $\sqrt[3]{\frac{1}{2}} = ?$ Express the answer decimally. Four places.

U. S. HISTORY.—1. How did the settlement of Pennsylvania differ from that of other colonies? In what did it agree?

5-5

2. The pilgrim fathers claimed to come to this country for the rights of conscience: How can this be reconciled with their persecution of Quakers and others?

10

3. What was the general cause of the French and Indian Wars?

10

4. What connection can be traced between the Mecklenburg Declaration and the Declaration of Independence?

10

5. Why did the repeal by Parliament of many of the obnoxious acts against the colonies fail to remove the opposition of the latter and prevent war?

10

6. In the Constitutional Convention what colony was represented by a single delegate? What one was unrepresented?

5-5

7. What great lesson in Political Economy was taught by the panics of 1837 and 1857?

10

8. Name three important events in Buchanan's administration that led to the Civil War.

9. What effect did the Civil War have in the western part of Virginia? Who were successful in the battles fought in this part of the State during the first year of the war?

4-5

10. Who first declared slaves "contraband of war?" On what claim of the South was this declaration righteously based? What was the practical result of this declaration?

3-3 4

GEOGRAPHY.—1. What is the distance of the Polar Circles from the poles, and why are they placed at this distance?

2. Define commerce. State what two kinds of commerce are carried on in the world, and give illustrations of each kind.

3. What large cities in Europe are in nearly the same latitude as New York City?

4. What is the difference in climate between New York and these European cities? What is the reason of this difference?

5. Describe the great natural regions of the United States.
6. What are the chief exports of the Amazon valley?
7. What is the commercial metropolis of South America?
8. Name the five largest islands of the Mediterranean Sea?
9. What seas border on Russia?
10. Locate the British possessions in Asia, and give five chief exports.

ANSWERS TO STATE BOARD QUESTIONS PRINTED IN
NOVEMBER.

- ARITHMETIC.—1. G. C. D. of 56, 70, 84 is 14 Ans. 14 inches.
2. $14\frac{1}{2} + 3\frac{1}{2} = 4\frac{1}{2}$ 1st man worked $4\frac{1}{2} + 3\frac{1}{2} = 1\frac{10}{14}$ days.
 $\frac{88}{107}$ of \$53 = \$28 $\frac{78}{107}$, what first received.
 $\frac{49}{107}$ of \$53 = \$24 $\frac{29}{107}$, what second received.
 3. 4.38+. Ans.
 4. 1567804 sq. in. = 39 sq. rd., 29 $\frac{1}{2}$ sq. yd., 6 sq. ft., 16 sq. in. ($\frac{1}{4}$ sq. rd. = 2 sq. ft. 36 sq. in.) Ans. 39 sq. rd., 29 sq. yd., 8 sq. ft., 112 sq. in.
 5. 1 hr. 11 min. $\times 15 = 17^{\circ} 45'$. He had traveled $17^{\circ} 45'$. He was traveling east.
 6. Cost per lb. = .0425
 Selling price per lb. = .031875
 Loss = .010625
 Loss per cent. = .010625 \div .0425 = 25 per cent.
 7. Interest on \$1 for 7 mo. 14 da. at 7 per cent. = .043 $\frac{8}{9}$ \$125.50
 $\times .043\frac{8}{9} = \$5 466+$.
 8. Interest on \$1 for 7 mos. 14 da. at 6 per cent. = .037 $\frac{1}{2}$ 146.05
 $\div .037\frac{1}{2} = \$3912.05+$.
 9. 19 rds. — 17 rds. = 2 rds. gain. The dog gains 2 rds. while running 19 rds. He must run as many times 19 rods as 2 is contained in 145 rds. $12 \times \frac{145}{19} = 1317\frac{1}{2}$ rds.
 10. $2\sqrt{4 932841} = 2,221$. Ans.

GEOGRAPHY.—1. The North Sea is that body of water bounded by British isles on the west, Denmark on the east, Holland and Belgium on the south, while on the north it is lost in the Atlantic Ocean, of which it is really only a part.

2. Venice.
3. Gulf of California lies between the peninsula of California and Mexico. It is an arm of the Pacific Ocean.
4. Mt. St. Elias, in Alaska; Mt. Hecla, in Iceland; Mt. Washington, in New Hampshire; Mt. Popocatepetl, in Mexico; Fremont's Peak, in Wyoming Territory.
5. Brazil. Spanish.
6. Central America consists mainly of a high table-land, bordered

on the Pacific coast by a mountain range. This range contains several volcanoes. A few rivers flow towards the east into the Caribbean Sea.

7. The Suez Canal crosses the isthmus of Suez, joining the Mediterranean and Red Seas. It is 92 miles long. Port Said is at the north entrance.

8. The Dutch live in Holland, a flat country intersected by rivers and canals. Most of the surface is below the level of the sea and protected by dykes.

9. Saratoga is noted for its mineral springs and as a summer resort. St. Augustine is the oldest town in the United States. Vincennes is the oldest town in Indiana. Chicago is the greatest grain market in the world. Newport is a famous watering place on Narragansett bay.

10. The Esquimaux are of the Mongolian race; the Sioux belong to the copper-colored or American race; the Siamese to the Malay race; the Hindoos are Caucasians; the Turks are Mongolians.

PHYSIOLOGY —1. It is best, if it can be so arranged, to have the light come upon the pupil's book from behind or from overhead. The next best thing is to have it come from the left side and so much to the rear of the pupil as convenient. If the light comes over the shoulder or from above, there is less danger of that "shimmering" so frequently seen upon water and so trying to the eyes.

2. Among the more valuable disinfectants are chloride of lime, pure air, copperas, charcoal, permanganate of potash (also a deodorizer), and carbolic acid. Nitrous acid is also a powerful disinfectant, but it and chloride of lime should not be used in a room where an invalid is.

4. Clothing has no heat in itself and can generate none. It can only prevent the heat of the body from escaping into the air too rapidly. The body is thus kept warm by it.

5. A simple reflex action is a movement of some part of the body due to a stimulus or to pain that has traveled along the sensory nerve to the spinal cord, and been reflected along the motor nerve to the muscles in the vicinity of the sensation. The brain is usually not conscious of the matter.

6. No action of any organ or tissue of the body can take place without a change in its substance. The work done by a muscle is largely due to the oxidation of carbon and hydrogen. This is during the mechanical change, when the elongated cells of the fibrillæ expand and contract alternately.

7. A mixed diet is necessary because no one article of food will furnish an adult all the elements requisite for the growth and repair of the body.

8. (See answer to question 3, last month).

9. Intestinal digestion is the digestion of the food in the smaller intestines. This food usually consists of fats, oils, starch undigested by the saliva, etc. Its digestion is due to the action of the pancreatic and intestinal juices, and to the bile.

THEORY OF TEACHING.—1. To govern a school is to control it as to its conduct, and to direct it as to its study. It is governed in order to secure quiet to the end that study may be possible, and also that pupils may learn obedience to proper rules, and thus attain the power of self-control.

2. The characteristics of good government are (a) cheerful obedience, (b) love and respect for the teacher, (c) industry.

3. Punishment is the infliction of pain, either mental or physical, for some offense. The objections to governing a school by punishments are, (a) that it puts the mind in a condition antagonistic to study; (b) it leaves the pupil without a governing motive when the fear of punishment is removed.

4. Governing a school by a list of rules has the effect to stimulate children to obey the letter of the rule rather than to do right. Children governed by rules will frequently do a thing which they know to be wrong, and then excuse themselves by saying, "There is no rule against doing it." Rules can not be made to meet all emergencies, and so do not leave a teacher free to exercise his best discretion in regard to each case.

5. Corporal punishment is usually bad (a) because it has a tendency to degrade the pupil in his own estimation, and in the estimation of his associates; (b) because it arouses an antagonistic feeling toward the teacher; (c) because it is unphilosophical to presume that mental and moral reformation can be secured by inflicting bodily pain. Corporal punishment is justifiable only on the ground that it secures the *attention* of the offender to moral suasion.

READING.—1, 2, and 3 In teaching a child to read, the known elements are the object, its picture representative and its oral-word representative. The unknown element is the written-word representative. There are four methods of traveling from these known elements to the unknown one—the alphabetic, the phonic, the word, and the combined method. All of these have been used with success. The first and second are essentially synthetic, the third analytic, and the fourth an effort to judiciously supplement the defects in the analytic with the good features of the synthetic.

The "word method" places the written word corresponding to some familiar oral word before the child, teaches this written form as a whole, associates it with the object through the oral form, pictures and conversation, and then, when the child naturally finds out that

this form is composed of parts, separates it into parts and teaches the names of those parts, *i. e.*, the letters. The method is philosophical because the child-mind naturally learns by observation, analysis and discrimination. The process is also philosophical because the mind goes from the known to the related unknown, and that through its own activity.

The phonic method begins with sounds, teaches letters as representatives of these sounds and words as groupings or combinations of these sounds. It then associates the word with the idea represented by it. The method is synthetic and proceeds from the unknown to the known, upon an arbitrary and artificial basis, and hence it is unphilosophical. It may be judiciously combined with the word method, however, and the union be productive of good.

When the child, in the natural order of things, has become aware that the word printed by the teacher upon the board or seen upon the reading chart, is made up of parts, the time has come to teach him those parts, *i. e.*, the letters of the alphabet. In this two things are to be taught—the names of the letters and the sounds of the letters. The former are more readily learned than the latter. But the teacher, by pronouncing the sounds of such words as contain short vowels and easily articulated consonants, may interest the pupils, awaken in their minds a desire to utter these words as sounds also, and thus, by gratifying the pupils' own wishes, lead them to a knowledge of the phonic elements of letters. Thus, by a judicious combination of the phonic and the word method, the child may be put in the way of readily determining for itself the sounds of new printed forms similar to those already known.

This work is to be continued only until the pupil has formed the habit of properly associating the form, the sound and the meaning of words. By the time 150 to 200 words are thus learned, the habit is pretty well fixed.

5. Of new words in a lesson there may be taught their general meaning, their specific meaning, *i. e.*, their meaning as used in the lesson, their pronunciation, their enunciation, their literal form, *i. e.*, their spelling, etc., if the words are common nouns. If proper nouns, descriptions of various kinds, as biographical, geographical, literary, etc., may be given or required.

GRAMMAR.—1. The meaning of a word may be varied by inflection, as, *ox, oxen*; by radical change, as, *mouse, mice*; by an auxiliary term, as, I go, I have gone; by its use in the sentence, as, the *dog* runs, the man struck the *dog*.

2. A complex sentence consists of *one* principal, and *one or more* subordinate clauses. A compound sentence consists of *two or more* simple or complex sentences of equal rank. Complex—A man who

is honest will be respected. Compound—"Reading makes a full man; writing, an exact man."

3 "Life is real." Speak!

4. (1) It enables one to discover quickly the relations of words in sentences. (2) To grasp the thought therein contained.

5 I intended to go, but was prevented by the weather. The time of going is present with reference to the time of the intention. The infinitive expresses relative time.

6. Present indicative, past indicative, and past participle. Some authors include the present participle. All other forms are made from these.

7. Complex declarative sentence. Principal clause, "It is better to write one word upon the rock." Subordinate clause, "Than (to write) a thousand (words) upon the water or the sand (is better)." Logical subject, "To write one word upon the rock." Subject nom. is "To write," modified by the direct object "word," and by prep. phrase "upon the rock." "Word is modified by the definitive adjective "one." The logical predicate is, "is better than a thousand upon the water or the sand." "Is" is the pred. verb (or copula) combined with pred. adjective "better." "Better" (is better) is modified by the adverbial clause of comparison, "than (to write) a thousand upon the water," etc., of which "to write" is the sub. nom., modified by the object "thousand," and also by the compound prep. phrase "upon the water and the sand." "It" is the anticipative subject, and "than" the subordinate connective of the sentence.

8. (1) A noun: Painting is a fine art. (2) An adjective: He is an *educated* man. (3) An adverb: The sun is *scorching* hot. (4) A noun retaining its syntax as a verb: *Gathering* nuts affords pleasure.

9. Adverbs, conjunctions, relative pronouns. I saw *where* Warren fell. November has been warm, *but* winter is coming. I *that* speak to you am he.

10. "Is" is a verb, neuter, irregular, indicative, present, third, singular, to agree with its subject "friend." "About" is a preposition, and shows relation between "is" and "to leave." "To leave" is an infinitive used as a noun, and is the object of the preposition "about."

U. S. HISTORY.—I. The Mound-builders. They were great builders, and had a knowledge of engineering, metallurgy, weaving, and other arts of civilized life.

2. Emigration generally moves in parallel lines.

3. London Company and Plymouth Company. By James I.

4. Under Governor Berkeley, the people of Virginia were much oppressed. When the frontier settlements were attacked by Indians, the government failed to give them sufficient protection. In this

crisis, a young lawyer, Nathaniel Bacon, put himself at the head of the people, defeated the Indians, and then faced the Governor, who had denounced him as a traitor. Bacon was driven out of Jamestown, and the village was burned.

The results were disastrous to popular freedom in Virginia, for under the victorious aristocracy education was forbidden, the printing press was silenced, and most oppressive taxation prevailed.

5. To assume the debts contracted by the States during the Revolution, and to pay the national debt in full. The establishment of a mint and a national bank, and the levying of taxes upon imported goods and distilled spirits.

6. The Kansas-Nebraska Bill was an extension of the principle of the Omnibus Bill, which provided for the formation of new States and Territories, leaving the question of slavery to the decision of the settlers. The struggle which ensued in those Territories intensified the bitter feeling between North and South, and hastened the Civil War.

7. In both wars the first shedding of blood occurred on the 19th of April.

8. It taught the people of the North what was the real character of the war: that the enemy were brave and determined, and could be conquered only by the exertion of all their strength.

9. Foreign nations learned to respect the power of the United States government which had proved its ability for self-preservation. In our own nation the love of country was deepened and intensified, and the principle established that the United States is a nation, one and indivisible.

10. The Geneva arbitration for the purpose of deciding upon claims for damages done to the United States by the fitting out of Confederate privateers in English ports. The tribunal awarded fifteen and a half million dollars, in gold, as the amount to be paid by Great Britain.

MISCELLANY.

FRANKFORT.—The schools all full—850 pupils present. The new school-rooms are little less than elegant. R. G. Boone is holding the helm and directing wisely.

THE *Benton County School Journal*, edited by the county superintendent, B. F. Johnson, is a neat little monthly paper containing much excellent matter for teachers.

PURDUE UNIVERSITY now has 205 students—25 more in the Freshman class this year than last. Pres. Smart seems to be directing affairs with discretion, and everything is prosperous.

THE ORLAND ACADEMY is in a flourishing condition under the principalship of J. W. Hanan. The normal department numbered between sixty and seventy students during the fall term.

W. J. BELL, having bought his partner's interest in *The American*, (formerly *Northern Ind. School Journal*), has sold out to a man who proposes to remove the paper to Iowa. So says a Valparaiso paper.

MISHAWAKA is wide awake in its school interests. Supt Boltz, who is serving his second year on an increased salary, is giving good satisfaction. The high school is prospering well under the charge of Geo. A. Powles.

THERE will be a meeting of City Superintendents of Eastern Indiana and Western Ohio, at Winchester, Ind., December 5 and 6, to discuss school supervision. A large attendance is expected. Such meetings always result in good.

FT. WAYNE COLLEGE has opened with excellent prospects. The new building is approaching completion and will afford ample accommodations. W. F. Yocum, the President, is one of the leading educational thinkers of the age.

MUNCIE.—A recent brief visit in the Muncie schools was sufficient to satisfy the writer that excellent work is being done. Both the discipline and the instruction are certainly much above the average. Supt. Bloss is an efficient worker.

THE TRI-STATE NORMAL, at Angola, has new commodious buildings, beautifully situated. The attendance of the fall term has reached about fifty, and the prospects for the future seem flattering. C. E. Kercher, as principal, is assisted by a corps of energetic teachers who understand their business.

ST. JOSEPH COUNTY schools are as well organized as those of any other county in the State. Trustees work with the superintendent and aid him in all his plans. Several hundred dollars were expended in premiums for school work at the county fair last fall. Supt. Moon plans well and executes well.

RANDOLPH COUNTY.—The schools are fuller than usual and all doing well. Supt. Leslie is awake to every interest. He sent out circulars and urged an observance of "Arbor Day" both last spring and this fall with good results. Work is being prepared for the National Exhibit at New Orleans. The Reading Circle is at work "in spots" and spreading.

WARSAW.—John P. Mather, Supt. Schools in nice order. An excellent corps of teachers. An excellent school library. Every room supplied with appropriate reading matter in the form of books, magazines and papers. Pupils and teachers raise most of the money by

means of entertainments. On Nov. 14th the Operetta, "Red Riding Hood" was given, and was a decided success. [From our Notebook —ED.]

WINCHESTER.—E. H. Butler is serving his eighth year as superintendent, and has everything in good working order. He took charge with one building, seven teachers, and 425 pupils; now there are three buildings, twelve teachers, and 700 pupils. Winchester enrolls 94 percent of its enumeration. There is a good school library of over 500 volumes. The apparatus and specimens for teaching the natural sciences, are more than often found. C. H. Wood is principal of a good high school and is doing excellent work.

INDIANA STATE TEACHERS' ASSOCIATION.

XXXI Session—December 29, 30, 31, 1884.

PROGRAM.

MONDAY EVENING, 7:30.—1. Opening Exercises. 2. Address of retiring President, Jno. S. Irwin, Ft. Wayne. 3. Inaugural Address, H. B. Hill, Supt. Dearborn county. 4. Miscellaneous Business—Appointment of Committees.

TUESDAY, 9 A. M.—1. Opening Exercises. 2. Paper—"The Froebelian Idea," Mrs. E. A. Blaker, Indianapolis. Discussion opened by D. M. Nelson, Supt. Jasper county. 3. Address—"The Moral Education of the Young," Rev. O. C. McCulloch, Indianapolis. 4. Paper—"Profit and Loss of the Graded School System," D. D. Luke, Supt. Schools, Ligonier. Discussion opened by W. H. Elson, Supt. Parke county.

Afternoon, 2:00.—1. Paper—"Education—A Way, a Method, or a Science?" G. F. Kenaston, Supt. Schools, Attica. Discussion. 2. Annual Address—"Learning to Do by Doing," Col. F. W. Parker, Normalville, Ills. 3. Miscellaneous Business—Appointment of Committee on Officers.

Evening, 7:30.—Popular Lecture—"Womanhood in Shakespeare," Wallace Bruce, New York.

WEDNESDAY, 9 A. M.—1. Opening Exercises. 2. Paper—"Personality in Teaching," Ella E. Munson, late Supt. of Schools, Mitchell. Discussion opened by Jos. Carhart, Professor Elocution and Oratory, DePauw University. 3. Address—"The Philosophy of Teaching," E. E. White, LL. D., Cincinnati, Ohio. *Recess.* 4. Paper—"The Citizenship of the Teacher," Edward Taylor, Supt. of Schools, Vincennes. Discussion opened by Erastus Test, Richmond N. School.

Afternoon, 2:00.—1. A Paper—"The Examination Question," Margaret Lawrence, Teacher Science and English, Frankfort High

School. Discussion opened by F. D. Churchill, Supt. Schools, Aurora.
 2. Paper—"The Element of Trust in Government," Harriet E. Leonard, Prin. Jefferson School, Ft. Wayne. Discussion opened by R. A. Ogg, Prin. H. School, New Albany. 3. Reports of Committees.
 4. Miscellaneous Business.

Hotels.—Headquarters at "Grand Hotel"—Rate, \$2.00 per day. Other Hotels—Bates House, \$2.50; English Hotel, \$1.50; Occidental Hotel, \$1.50; New-Denison, full rates. *The reduced rates will be given only to those having certificates showing payment of annual dues.*

Railroads.—The following railroads will sell excursion tickets at 2 cents per mile each way, upon presentation of certificate from the Railroad Secretary. The tickets can be purchased Dec. 27-8-9, good till Jan. 1st. *All railroads centering at Indianapolis*, also the Grand Rapids & Indiana; Evansville & Terre Haute; Ft. Wayne, Cincinnati & Louisville; Ohio & Mississippi. Send for certificates early, to C. S. Olcott, Railroad Secretary, Indianapolis, Ind.

Programs are ready for distribution. For these, or general information, address

E. E. SMITH,

Ch'n Ex. Com., LaFayette, Ind.

HIGH SCHOOL SECTION.—Meets December 29, at 2 P. M., in the new Congregational church. *Program.*—"The High School's place in the Educational Economy," H. G. Woody, Prin. of High School, Kokomo. Discussion opened by J. C. Black, Prin. of High School, Logansport. "Methods of Teaching English Language and Literature in the High Schools of Indiana," G. P. Brown, Pres. State Normal, Terre Haute. Discussion opened by E. E. Smith, Professor of English Literature, Purdue University. "The Scientific Method and its Educational Value," Chas. R. Dryer, M. D., of High School, Ft. Wayne. Discussion opened by Miss M. Hazelett, Prin. Centennial School, LaFayette. *Tuesday, 9 A. M.*—"Methods of Teaching Science in the High School," D. W. Dennis, Prof. of Science, Earlham College. Methods of Teaching Physics Illustrated—J. P. Naylor, Department of Science, High School, Indianapolis. General Discussion. "How to make the Library do most Service to the School." James Baldwin, Supt. Schools, Rushville. Discussion opened by Temple H. Dunn, Supt. Crawfordsville Schools. "Studies Necessary for the Duties of Life," D. S. Kelly, Supt. Jeffersonville schools.

G F. KENASTON, *Ch'n Ex. Com.*

HOUGHTON, MIFFLIN & Co., of Boston, have issued new Long-fellow and Whittier Calendars for 1885. They are beautiful.

INDIANA TEACHERS' READING CIRCLE.

OUTLINE OF

Work in Brooks' Mental Science, for Dec., 1884. Subject: Perception, Pages 85-126.

I. DEFINITIONS OF TERMS.

1. Organism. Sentient organism.
2. Reflex Action. (See Physiologies).
3. Perception. (Along with this topic, *re-read* the text on this topic, pages 31, 48, 51, 58, 75)
4. Acquired Perceptions.

By far the greater part of our perceptions are acquired.

—*Edward I. Hamilton.*

True perception is the act only of educated senses.

—*Jardine.*

Our senses testify truly, but we sometimes deceive ourselves by the inference we draw from their evidence.

—*Abercrombie.*

II. DISTINCTIONS OF TERMS.

1. The ego, and the non-ego.

The baby new to earth and sky,
What time his tender palm is prest
Against the circle of the breast,
Has never thought that, "This is I."
But as he grows he gathers much,
And learns the use of "I" and "me,"
And finds "I am not what I see,
And other than the things I touch."

—*Tennyson—In Memoriam.*

2. Sensation and Perception.

The grouping of sensations forms perceptions.—*Quick.*
By each sense, there can be only one kind of sensation.

—*Jardine.*

In obtaining knowledge of objects, sensations must precede attention, and both sensation and attention are necessary to perception.—*Johonnot.*

3. Occasion and Cause.

There are occasions and causes, why and wherefore in all things.—*Shakespeare.*

III. BIOGRAPHIES.

1. Agassiz:—Read Longfellow's poem, "The Fiftieth Birthday of Agassiz;" also, "Agassiz" in Whipple's "Character and Characteristic Men."
2. Linnæus.

3. Cuvier:—When at the age of 19, the casual dissection of a cuttlefish, induced Cuvier to study the anatomy of the mollusca; and the examination of some fossil brachiopods, suggested to him the idea of comparing fossil, with living animals—the two greatest works of his life.

IV. ITEMS OF SPECIAL PROFESSIONAL IMPORT.

1. The Relation of Observation to Modern Education.

- (a) What an educated mind can do without the help of educated senses, is seen, uselessly shelved in our libraries; what the senses and the hands, unaided by the cultivated mind, are doing, fills up our stores of coarse products, eagerly sought after; and what both educated senses and mind, in concert, can accomplish, is proudly exposed to view in the rivalries of modern nations.—*Seguin*.
- (b) The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency, which it is impossible to cure. Exhaustive observation is an element in all great success.—*Spencer*.
- (c) In no way can the perceptive faculties be cultivated so surely as by the study of natural objects.—*Johannot*.

2. The Relation of Perception to Knowledge.

- (a) To exercise the senses in the best way so as to accumulate the richest store of clear impressions, is the first step in the attainment of wise and accurate knowledge about the world in which we live. An eye uncultivated in a nice detection of form, means a limitation of all after-knowledge. Imagination will be hazy; thought, loose and inaccurate, where the preliminary stage of perception has been hurried over. The best modern theories of education have grasped this truth, and tried to impress it on teachers' minds.—*Sully*.
- (b) There is an odd saying that "Wonder is the beginning of all philosophy.—*Baine*."

3. The Relation of Perception to Science.

4. The Differences of Perceptive Powers.

V. SUMMARIES.

1. Summarize the Conditions of Perception.
2. " " " " best Observation.
3. " " Characteristics of Acquired Perceptions.
4. " " Products of the Special Senses.
5. " " Applications of Perception.
6. " " Differences of perceptive Powers.

VI. COLLATERAL REFERENCES.

1. Spencer, (Education)—pages 116-125.
2. Johonnot,—pages 62-3, 178.
3. Wayland, (Mental Philosophy)—pages 77-86.
4. Education, (Bicknell's Bimonthly, March '84)—pp. 352-4. November '81, pp. 173-7.

Besides these much valuable material may be found in current educational publications, upon "Perception," "Observation," "The Cultivation of the Senses," "Science Teaching," etc. All of which may be profitably read in connection with this month's lesson. It is a part of each one's education to learn to use *all* available aids in studying ANY subject.

VII. MENTAL SCIENCE NOTES.

1. All perception requires some degree of attention to what is present.—*Sully*.
2. To observe is to look at a thing closely, to take careful note of its several parts —*Id.*
3. Good observation consists in careful and minute attention to what is before us.—*Id.*
4. The faculty of perception, united with the endeavor to attain clear consciousness of the ideas, received by means of exerted attention, is the life of thought.—*Niemyer*.
5. Observation may be called regulated perception.—*Sully*.
6. The modes of action of perceptive faculties are, Sensation, Attention, Observation, and Perception; their impelling force is curiosity.—*Swett*. R. G. BOONE.

METHODS OF INSTRUCTION.

Talks on Teaching—Pages 71 to 94, inclusive.

SPELLING.—What is the purpose of learning to spell? What is the relative value of oral and written spelling?

The important thought in this chapter is that learning to spell is learning to construct an accurate mental image of the word. This can best be done by accurate observation, which is greatly assisted by making the word.

Oral spelling may be used to test the accuracy of the image in the mind of the child, but should not be employed in constructing this image in the first place.

The author's suggestions about trial spelling and guessing should be followed by every teacher. There is far too much time wasted in most of the schools in learning to spell, and the actual results are very unsatisfactory after all this great expenditure of energy.

It is by giving attention to the forms of words in reading that we learn to spell. The child should be taught early to picture the word correctly in his mind. The author's suggestions as to the method of doing this are excellent.

WRITING.—(1) The forms of the letters, and (2) the proper handling of the pen, are the essential things in writing. How should these forms be taught? Discuss the author's order of teaching the letters. When should "technical" writing begin? When should writing with the pen be commenced?

COMPOSITION.—There are two kinds of composition, viz., *oral* and *written*. The importance of giving more systematic and persistent training in correct talking is justly emphasized by the author.

Correct oral expression may be practical in connection with correct written expression; in fact, must be, if well taught. Every incorrect sentence uttered by the child affords an opportunity for training in oral composition which should not be neglected. Note the author's remarks about the mastery of single sentences before passing on to the construction of connected discourse. In what order should the child write (1) from printed copy, (2) from dictation, and (3) his own invention? What kind of connected discourse of the child's own invention should be first practiced? What should be the attainments of a child in talking and writing at the age of ten years? What is the value of technical grammar as an agency in teaching correct use of language? When should the study of technical grammar begin? What use, if any, should be made of primary grammars? What is their value as a disciplinary study? In what does this value consist? What use can be made of the other subjects of study in the schools to teach written composition? GEO. P. BROWN.

COUNTY INSTITUTES.

STEBEN COUNTY.—The institute of this county was held during the week beginning November 10th, and was the largest and one of the most profitable yet held. In addition to an able corps of home workers, the following persons from abroad rendered valuable aid: D. M. Fisk, Hilsdale College, Mich.; T. V. Irish, Lima, O.; Carrie B. Sharpe, Prin. Westminster Home School, Fort Wayne, and W. A. Bell, Indianapolis. Evening lectures were given by Bell, Fisk, Miss Sharpe, and J. W. Riley, the Hoosier poet. R. V. Carlin, the county superintendent, is highly respected by teachers and citizens, and is doing an excellent work.

DUBOIS COUNTY.—Institute met at Jasper November 17th. The organization was completed in five minutes, and work began at once. Enrollment 87—not so large as usual, owing to the fact that no per

cent. was allowed as in former years. Home instructors, Chas. E. Clarke, Jas. H. Logan, and A. M. Sweeney. W. A. Bell did most of the work on Friday, and lectured both Thursday and Friday evenings. His work and his lectures were well received. A large number of our teachers will enter the Reading Circle, and work will be prepared for the New Orleans Exhibit. The educational interests in this county are improving, and were never in better hands. Supt. A. M. Sweeney is progressive and is "hewing to the line." * * *

[The editor of the Journal was never more kindly received by teachers, and desires to express his thanks]

PORTER COUNTY.—The institute opened at Valparaiso November 17th. The number of schools in the county subject to the county superintendent is 103. Ninety teachers answered the first roll-call Monday forenoon. This record has seldom been surpassed. The promptness and regularity during the week were remarkable and the general interest was as good as could be asked. The work was eminently practical and suggestive. The home instructors were H. B. Brown, W. H. Banta, Dr. D. J. Loring, W. C. Ransburg, Mr. Long, and others. W. A. Bell was present three days and gave an evening lecture. The county superintendent, Homer W. Porter, does not make much noise about it, but is doing an excellent work.

DEKALB COUNTY.—The county teachers' institute met at Auburn, October 26th. The attendance was good throughout, with enrollment of 175. The foreign instructors were W. A. Bell, Prof. Kircher, Prof. Euris, Prof. Fisk, of Hillsdale, Mich., Miss Carrie B. Sharp, and Prof. Irish, Ada, O. The system of diagraming, by Prof. Irish, was considered by all teachers to be the best in use, and will be used by most of our teachers the coming year. Our home teachers, B. B. Horner, W. Harrison, and T. J. Saunders, did excellent work.

Evening lectures were delivered by Messrs. Bell, Levering, Saunders, and Fisk. Supt. Merica received many compliments for the manner in which he conducted the institute.

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PERSONAL.

Jacob Jones is in charge at Holland.

N. Schnell is at the head at Celestine.

C. A. Segur has charge of the Hamilton schools.

A. S. Preston is principal of the Fremont schools.

Dora Hope, a State Normalite, is principal at Ireland.

H. H. Keep is principal of the Pleasant Lake graded school.

Wm. Reed continues in charge of the Hartford City schools.

Jas. H. Logan, formerly of Grandview, is now in charge of the Jasper schools.

Lee Ault, late of Hagerstown, is now superintendent of the Centerville schools.

A. B. Stevens has entered his second year as principal of the Angola schools.

Chas. E. Clarke is serving his eighth year as principal of the Huntingburg schools, with an increased salary.

F. V. Irish, of Lima, O., author of a book of Grammar Analysis, has visited a few of our Indiana institutes and has done some excellent work in his specialty.

W. B. Sayler, who has for some time been conducting a teachers' bureau at Logansport, has been elected principal of the American Normal College, at that place.

Jas. R. Hart, late superintendent of Switzerland county, now principal of the Thorntown schools, was recently married to Miss Mamie Kessler, an excellent teacher of Vevay.

A. W. Dunkle is now serving his sixth term in the Delphi public schools at an increased salary. His schools are reported in excellent condition. He and all his teachers have joined the reading circle.

A. W. Clancy, former Supt. of Delaware county, now agent for A. S. Barnes & Co., with headquarters at DeMoines, Iowa, recently made the Journal office a friendly call. He is looking well, feeling well, and doing well.

Prof. D. M. Fisk, of Hillsdale College, Mich., is frequently called to do institute work and lecture in Northeastern Indiana. He is one of the most interesting, instructive, and effective instructors in the field. County superintendents can not do better than to secure his services. The more visits he makes to Indiana the better it is for the State.

W. C. Ransburg, for several years past one of the editors and proprietors of the *American*, is noted as a "natural science man." He has sold his interest in the magazine, has supplied himself with excellent apparatus suited to the purpose, and is now devoting himself to lecturing. He has the ability to give instructive and interesting entertainments. His address is Valparaiso.

W. H. Banta, who has been superintendent of the Valparaiso schools for many years, is still popular and doing excellent work. Through his energy his schools are well supplied with charts, maps, reference library, and extensive collections and material to aid in study of geology, natural history, and chemistry. He is certainly doing well considering that in addition to his school work he owns and oversees two large farms.

John W. Holcombe, the present incumbent, has been re-elected to the office of Superintendent of Public Instruction. Mr. Holcombe has so administered his high office as to more than meet the expectation of his friends and to totally disarm all opposition on account of his youth. He has given general satisfaction and will enter his new term of office with the confidence and support of the educational fraternity without regard to political preferences. See the biographical sketch of Mr. Holcombe on another page.

BOOK TABLE.

BOOKS TO BE NOTICED NEXT MONTH.—"The Great Temperance Controversy," by R. L. Fletcher, of Indianapolis. "Analytical Elocution," by E. Murdoch; Van Antwerp, Bragg & Co. "Elements of Geology," by C. F. Holder; D. Appleton & Co. "Hadley's Greek Grammar," by Frederic De Forest Allen; D. Appleton & Co.

Colloquial Exercises and Select German Reader. By William Deutsch, teacher of German, high school, St. Louis.

This little book contains: One hundred select stories; Miscellaneous reading matter, consisting of fairy tales, extracts from history, etc.; A collection of most common verbs and adjectives, of short phrases, idiomatic expressions, copious English notes, a complete vocabulary, and a selection of twelve standard poems. One can not help learning Grammar easily, if he follows faithfully the directions laid down in this book. Ginn, Heath & Co., publishers.

The Viking Bodleys. By Horace E. Scudder. Boston: Houghton, Mifflin & Co.

The Bodley books, which are the delight of the young folks, have received an accession just in time for the holidays. Those who have kept pace with this family in their journeyings will be glad to make this new trip with them to Norway, if it is in early winter. After a winter spent in the south of Europe, they journey as far north in Norway as anybody can go. They visit the home of Hans Anderson and sojourn a while in the town where Ole Bull was born. After completing this Scandinavian trip, they return home, never again to set forth on their rambling journeys. We are told that this is the last of the Bodleys.

George Eliot's Poems. Published by T. Y. Crowell, New York. Illustrated.

This volume contains the complete poetical works of this most gifted author. The Spanish Gypsy occupies most of the book, while the remaining space is filled with shorter poems of great beauty. The illustrations, which are very fine, are by Schell, Taylor, and St. John Harper. An article by Matthew Brown, on George Eliot as a poet, adds interest to the book. In style of binding and excellence of paper, print and illustration, the book is beyond criticism. It is a very lovely book for a Christmas gift.

Worthington's Annual, by R. Worthington, 770 Broadway, New York, is a book for children of all ages. Even the youngest will turn its leaves with delight to view the lovely pictures, the older ones will linger to read the stories, while the grown up boys and girls of 30 or more years, will spend an hour or so with great profit, reading and gazing. The pictures are more numerous than the pages, and many of them are the beautiful colored prints, which each year are more nearly approaching perfection. Parents could not make a better selection for a holiday gift to their children and themselves.

Gems for Little Singers. By Elizabeth N. Emerson and Gertrude Swayne. Boston: Oliver Ditson & Co.

This little book is beautifully illustrated and beautifully printed, and is exactly what its name says it is—Gems for Little Singers. It is intended especially for use in kindergartens and primary schools.

BUSINESS NOTICES.

The Indianapolis & St. Louis Railway—"Bee Line Route"—are making preparations for a large travel to New Orleans on account of the Great Exposition which commences December 1st. This is a favorite route via Mattoon, Ills., and the Illinois Central Railway. Round trip tickets at low rate will soon be on sale.

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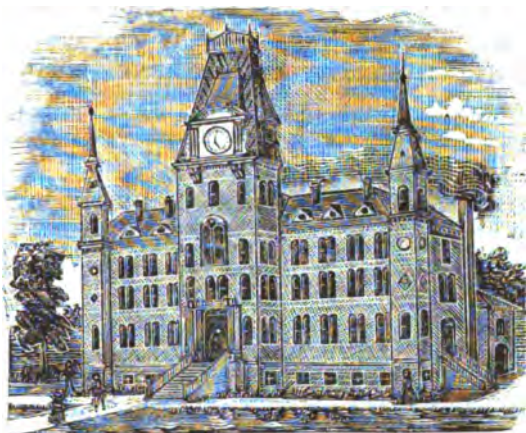
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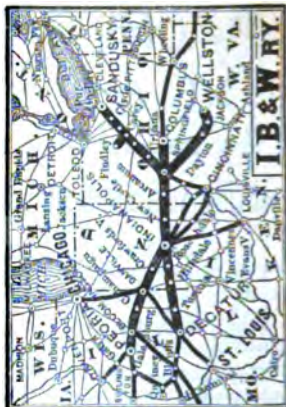
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THE ARRANGEMENT OF THE WORK IS SATISFACTORY. While we have regular courses of study, and where it is at all possible, the student will do well to pursue some one of them, yet the school realizes that there are **THOUSANDS OF YOUNG PEOPLE WHO HAVE NOT THE MONEY NOR THE TIME** to take a regular course, but wish to pursue special subjects, and must attend school at such times as are convenient for them. **THE LARGE MAJORITY OF TEACHERS** are engaged in their profession, the greater portion of the year, but desire to improve their vacations, by continuing a course of study, or in reviewing; again, the school meets the wants of a large class of **People who have not had the Opportunity of Attending School** while young. These realizing the need of some education, and knowing that they must **COMMENCE AT THE VERY BEGINNING OF ARITHMETIC, GRAMMAR, etc.,** yet having an aversion to entering the primary classes in the public schools, can come here and enter classes composed of students of their own age, and stage of advancement. To accommodate all of these different grades, we organize at the beginning of every term, and not at the beginning only, but at different periods during the term, **Beginning, Advanced, Regular, Special, and Review Classes.**

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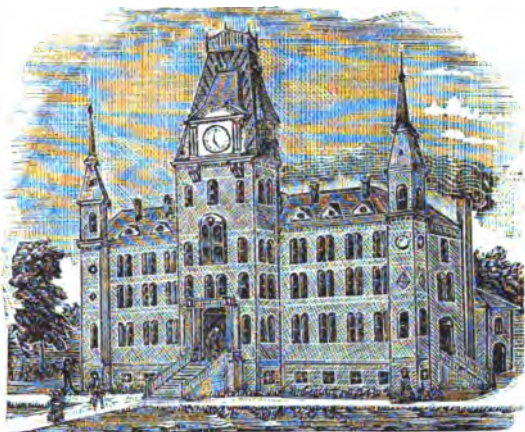
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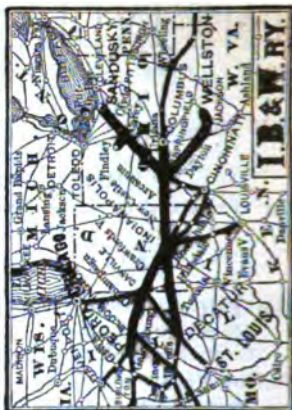
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[From Report of Committee on Course of Study and Text-Books, and
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Cincinnati, AUGUST 4, 1884.

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[Signed]

JOSEPH MOSES, THOS. McLAUGHLIN,
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Committee on Course of Study.

We concur in the recommendation of the ECLECTIC INDUSTRIAL DRAWING, by Miss Christina Sullivan.

[Signed]

M. J. BOUGHEN, GEORGE KREH,
THOS. KNIGHT, JOHN EGGERS,

Committee on Special Studies.

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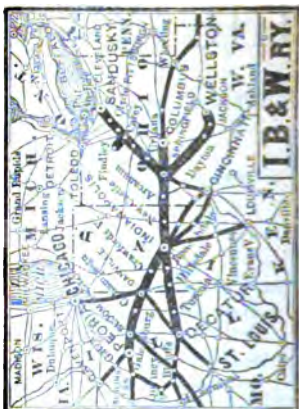
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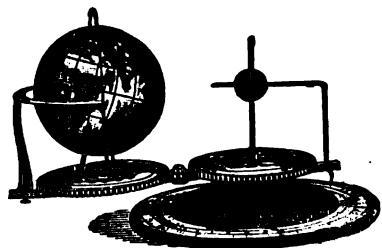
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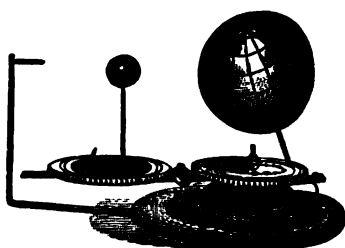
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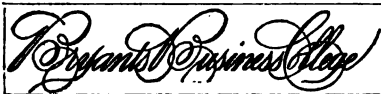


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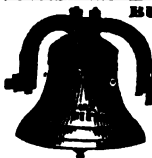
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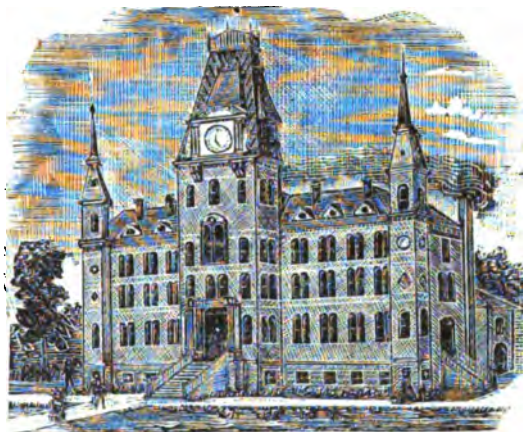
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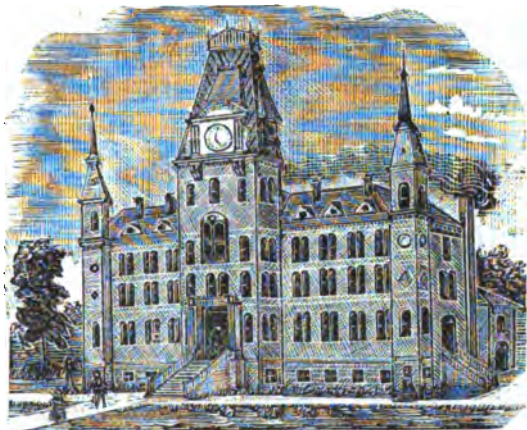
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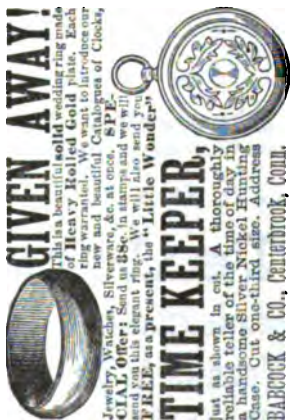
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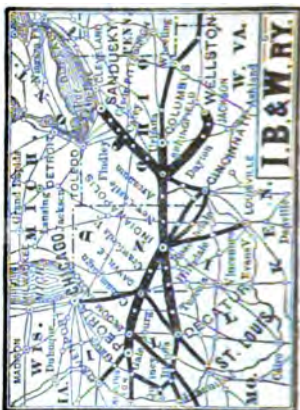
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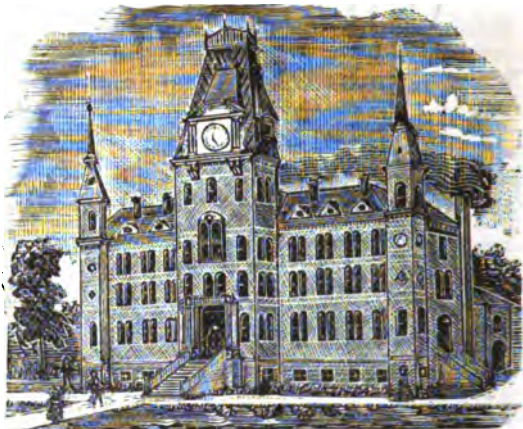
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[Signed]

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A. S. BABBITT, GEORGE EMIG,

Committee on Course of Study.

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[Signed]

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Committee on Special Studies.

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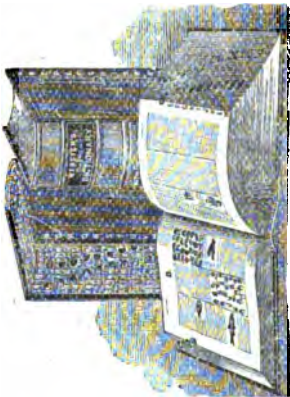
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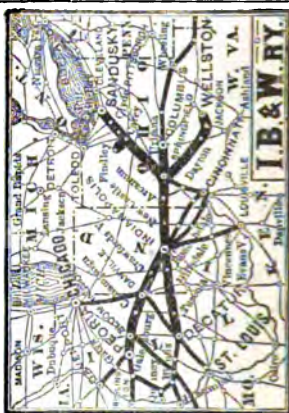
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1856-1884

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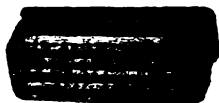
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NOVEMBER.

Vol. XXIX.

1856-1884

Number 11.

INDIANA SCHOOL JOURNAL

DEVOTED TO LIBERAL

EDUCATION.

PUBLISHES THE OFFICIAL DECISIONS OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

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INDIANAPOLIS, IND.:

W. A. BELL, Editor and Publisher,
GEO. P. BROWN, Associate Editor.

[Entered as "Second-Class Matter," at the Post-Office, Indianapolis, Ind.]

An Interesting Conversation.

Smith. Good evening, Brown.

Brown. Good evening, Mr. Smith.

Smith. I've been thinking some about going to school somewhere this winter, and have come over to talk with you about it.

Brown. Well, I think your resolution a good one. A young man who neglects education in these times will miss it.

Smith. I have saved up a little money, and father says he can help me if necessary, and I have concluded to invest something in education. But where shall I go, is the question. So many schools are advertised, all claiming to be the best, that I am puzzled to decide.

Brown. I recommend the Fort Wayne College. I have been there myself, and if I had the means I would go again.

Smith. Oh, I don't think I would like to go there.

Brown. Why not? It is certainly a good school.

Smith. Well, in the first place the course of study in a college is too antiquated. I can't afford to spend four or five years in turning over the rubbish of a college course.

Brown. Now, my friend, you are quite mistaken. The course of study at the Fort Wayne College is eminently practical and modern. By "rubbish" I suppose you mean Latin and Greek and Hebrew and Metaphysics and Mythology and so forth. Well, now in the "College Preparatory Course," as they call it, they do drill them in Latin and Greek and the other studies of a classical college, and they drill them thoroughly, so that if a student wants to enter DePauw or Bloomington or Ann Arbor or Yale or any of those old colleges he finds himself well prepared for entrance. But if you want only a good, solid business education, you will enter the "Academic Course." Here you will find all the modern studies taught by the best modern methods.

Smith. Yes, but how long will it take me to graduate? I understand that in these colleges the way to teach is so poorly understood that the student crawls along at a snail's pace, and, by the time he gets to the end of a study, he has forgotten the beginning of it. How is it that some schools carry the scholar over a whole college course of seven years in the space of three years? Time is money, and I can't afford to spend six or seven years in college when I can get a better education in three years at some other kind of a school.

Brown. Now, Smith, you are a school teacher yourself and a man of sense. You have sometimes, I presume, rushed your scholars over a subject so fast that they failed to comprehend it, and your term's work went for nothing; then you swung to the other extreme, and detained your class so long that they became disgusted with the subject; there is a *golden mean* between too fast and too slow, and I believe they travel in the golden mean at Fort Wayne. The Academic course of study would perhaps occupy you four years, but if you can go faster you will not be kept back by a cast-iron class system.

Smith. Can I take as many studies as I chose?

Brown. Yes.

Smith. Can I enter at any time?

Brown. Yes, though of course the beginning of the term is best.

Smith. If I have to stay out and teach a term or two can I make up the studies in class?

Brown. You can; classes in the same subject begin several times each year.

Smith. Are they very strict in government?

Brown. Moderately so. Students are required to attend classes and chapel and to be fully occupied in school and study hours with school work. Notoriously idle or vicious students, after expiation fails, are quietly dismissed. All rules are made for the good of the student, and not for the convenience of the teacher.

Smith. Probably the expenses are great.

Brown. Not at all. \$4.75 to \$5.50 per week will pay all expenses of Board, Room, and Tuition.

Smith. The buildings are old, I hear.

Brown. They *were* old, but now a magnificent brick and stone building is going up, which will afford large, well-ventilated recitation rooms, chapel, library, laboratory, offices, and dining room. The rooms for students are all newly furnished with everything needful.

Smith. Can I study music?

Brown. The music department is unexcelled. Prof. Otto Schmidt is in charge. New music rooms entirely free from interruption and neatly furnished have been provided.

Smith. How about the Teachers' course of study?

Brown. It is one of the best; send for a catalogue and read for yourself.

Smith. How many teachers do they have?

Brown. About ten or twelve.

Smith. And how many students?

Brown. About two hundred.

Smith. Pretty well. At that rate a school of 200 pupils would require 120 teachers.

Brown. Yes, or else the classes must be very large.

Smith. Is Fort Wayne a desirable place for school?

Brown. I think so. It is a city of about 30,000 inhabitants; all the first class lecturers and concert companies visit it, and a student can hear a single winter several of the celebrities of the world. The citizens take interest in the school. The literary societies of the college are favored with fine audiences, and the most eloquent speakers and accomplished musicians of the city often speak and sing before the students. A year, two in the city is worth a great deal to a young man.

Smith. How about the morals? There are probably a great many saloons and variety theaters and other bad places.

Brown. Yes, there are. But a young man must encounter such places everywhere. I don't know where he can more safely form his character than under the moral and religious influence of such a school. Each teacher seems to have special regard for the moral growth of the students. A *P. M. C. A.* is sustained by the pupils and the associations are of the very best kind.

Smith. When do the terms commence?

Brown. October 6th the fall term begins later than usual this year because the new building and the repairs on the old one can not be completed before September 30th, and the Trustees want everything in first-rate order before beginning. Send for a catalogue.

Smith. To what address?

Brown. Send for catalogue to

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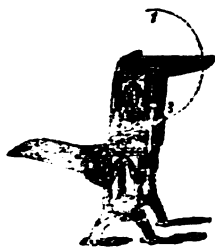
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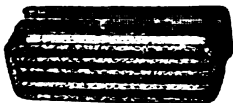
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